

ENTRY LEVEL POLICE OFFICER EXAMINATION
ORIENTATION AND PREPARATION GUIDE



COMMONWEALTH OF MASSACHUSETTS
HUMAN RESOURCES DIVISION

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INTRODUCTION

This *Entry Level Police Officer Examination Orientation and Preparation Guide* has been developed to help you prepare for the written portion of the Commonwealth of Massachusetts Entry Level Police Officer Examination. This *Guide* covers material for the written examination only. The written test will consist of 100 multiple-choice questions designed to measure nine abilities that are important to the performance of the police officer job. This *Guide* is divided into three major sections.

Section I: General Written Test Information

The first section of the *Guide* provides information that you may find useful when taking an examination with multiple choice format questions. General test-taking strategies will be presented (e.g. underlining important words; reading the instructions regarding how to record your answer on the answer sheet).

Section II: Ability Areas

The second section of the *Guide* focuses on the nine ability areas that will be tested on the examination. For each ability area, a definition and test-taking strategies that are particular to the ability area are presented. In addition, there are sample questions that you can answer that may help you assess how well you have learned the suggested or recommended strategies applicable to each type of question. (The explanations of the answers to the sample questions appear at the end of this section.)

Section III: Practice Examination

The third section of the *Guide* contains a twenty-question practice examination, including questions covering all nine ability areas and explanations of the correct answers to these questions. We recommend that you take the practice examination after reviewing the *Guide* to assess your understanding of the information and test-taking strategies presented. Taking the practice examination may help you to identify areas that may need additional study effort on your part.

We encourage you to review this *Guide* as many times as is necessary to become familiar with the content areas that will be tested and the test-taking strategies presented.

SECTION I: GENERAL WRITTEN TEST INFORMATION

A. OBJECTIVES

To inform you of the nine ability areas covered on the test:

This *Guide* provides you with definitions of the nine ability areas: Memorization, Visualization, Spatial Orientation, Verbal Expression, Verbal Comprehension, Problem Sensitivity, Deductive Reasoning, Inductive Reasoning and Information Ordering. Explanations are also provided regarding how these abilities pertain to the job of an entry-level police officer.

To provide you with some general test-taking strategies:

This *Guide* provides some general suggestions for taking an examination with multiple-choice format questions.

To provide you with test-taking strategies for each of the nine ability areas:

This *Guide* contains strategies to help you answer questions for each of the nine ability areas.

To familiarize you with the procedures and materials you will encounter during the actual examination session:

This *Guide* includes the procedures that you should follow during the actual examination. The sample questions provided in the Abilities section gives you an idea of the types of questions to expect. Answering the practice questions allows you to assess your own ability and identify those ability areas on which you should focus your study efforts. In addition, the familiarity with the test process gained in taking the practice examination could serve to increase your confidence level and reduce anxiety about taking the test. Some of the anxiety associated with test-taking situations may be related to the novelty of the situation, that is, applicants simply are not used to taking tests or taking a test with thousands of other individuals. Having this first-hand experience with the test-taking situation can help reduce your anxiety level.

To provide some strategies to offset common test-taking errors:

This *Guide* explains errors typically made by examinees when taking a test with multiple choice format questions. It includes steps to identify the types of errors and strategies to help minimize making the same errors in the future. Please keep in mind the following guidelines:

1. **REPETITION** and **PRACTICE** are the key elements to familiarizing yourself with the strategies.
2. Many of the strategies suggested for each of the nine ability areas apply only to questions testing those areas. For example, suggestions that pertain to Memory questions apply only to those types of content questions.
3. Consider using the general test-taking techniques only when you are uncertain or do not know the answer to a question.

B. GENERAL TEST-TAKING STRATEGIES

Here are some general test-taking strategies that may be helpful:

Understand the test format and requirements

1. Read all of the directions carefully.
2. Understand how to correctly mark the answer sheet. (You will be given specific instructions at the test site.)
3. Know how many hours and minutes you have to complete the examination. You are responsible for monitoring your use of the allotted time. (Applicants are typically given three hours to complete the 100-question entry-level police examination.)
4. Ask for clarification if you do not understand how to take the examination. (Test proctors will be at the test site to answer questions before the examination begins.)

Understand the test question

1. Read each question carefully. Try to answer the question before you look at the choices. If you know the answer, compare it to the available choices and pick the choice closest in meaning to your answer.
2. Mark the test questions to make them easier to read as you may write in your test booklet. Specifically:
 - a. Use slash marks to break down sentences into small segments. This approach helps to separate ideas in long sentences.
 - b. Circle key words that identify the subject of a sentence or passage. This makes it easier when you have to look for the answers later.
 - c. Find and underline clue words such as SOME, ALL, EVERY, SOMETIMES, AND, and OR.
 - (1) Words such as ALL, NEVER, NONE, and EVERY harden a statement and indicate there are no exceptions. As a rule, statements including these words have less of a chance of being correct.
 - (2) Words such as SOMETIMES, MAY, GENERALLY, and POSSIBLY soften a statement and leave more room for the statement to be correct.
 - (3) The word, "AND" means that one element of the statement must be present or true, in addition to another.
 - (4) The word "OR" means there is a choice of situations; only one of the elements of the statement must be true for it to be a correct answer.

Proceed through the questions strategically

1. *Answer "easy" questions first:* Answer test questions where you know the answer first. Skip the "unsure" or "do not know" questions and return to these questions after you

have answered all of the questions of which you are sure. This will prevent you from spending too much time on any one question and ensure that you have the time to respond to, and receive credit for, every question that you can answer correctly. Whenever you skip a question, use some type of code to identify it as skipped in your test booklet and do not forget to return to it.

2. *Do not get stuck on words or sentences you do not understand:* You may still get the main idea of the sentence or paragraph without understanding the individual word or the individual sentence.
3. *Use the process of elimination:* If you do not know the answer to a question, first eliminate those choices that are clearly incorrect. Then, put a mark next to each remaining choice to indicate what you think about it (e.g., maybe, likely, or probable). This will save you time, particularly if you decide to skip the question and come back to it later, by reducing the number of answers you have to reread and re-evaluate before making your final choice.
4. *Guess:* There is no penalty for selecting an incorrect answer in this examination, so answer every question. If the examination period is about to end and you not be able to complete all of the questions, reserve some time (e.g., 1 minute; 3 minutes) toward the very end of the examination period to answer these questions, even if you must guess. While your guesses may not be all correct, the alternative is to leave these questions blank and receive no credit at all.

Use extra time wisely

1. If you finish the examination before the examination period is over, go back and review your answers. Make any changes that are necessary.
2. Make sure that you have marked your answers on the answer sheet correctly.

C. ERROR ANALYSIS

Strategies for Analyzing and Avoiding Errors

Each one of us has strengths and weaknesses in our test taking behavior. This section is to provide you with a procedure to help you focus on areas for further study, if desired. The process of comparing your answers with the answer key and identifying patterns, if any, of where errors commonly occur is termed, “error analysis.”

The sample questions contained in the Ability Areas sections within this *Guide* are very similar to the types of questions that will appear on the actual examination. After answering these questions and checking them against the answer key and explanations, complete the *Error Analysis Form* contained later in this section of the Guide. Focus on the questions you answered incorrectly. Read through the test taking strategies presented below and apply the strategies to help you avoid making the same errors in the future.

There are several possible reasons for choosing an incorrect answer. Seven common reasons along with suggestions to minimize repeating such errors are presented below.

Reasons for Choosing Incorrect Responses

1. Answer sheet errors and guessing errors.

Since there are a limited number of questions on the examination, errors related to the proper use of the answer sheet may lower your test score. Check yourself as you mark each choice on the answer sheet to ensure you are marking the answer you have chosen. Also, make sure you are filling in the correct circle/space corresponding to the question on which you are working. As an additional check, after you complete the examination, as time permits, review every question again.

You may also miss questions because you failed to provide an answer or were forced to quickly mark any answer (that is, guess) before time was called. If either of these situations happened, consider why. Possible reasons and suggestions include:

- a. You may have missed a question because you skipped it and failed to return to it later. If this is the case, be sure to use some kind of code to identify skipped questions in your test booklet and remember to go back to them before the end of the examination period.
- b. You may have “lost track of the time” and been unaware that the examination period was about to end before you could mark any remaining unanswered questions. Be sure to check your watch every so often so that you can keep track of how much time you have left. If you do not wear a timepiece, the classroom proctor is instructed to write the remaining examination time on the chalkboard or screen so that all examinees are informed of the remaining minutes left to take the examination. If necessary, be sure to save the last minute or two to mark any unanswered questions.
- c. You may have been forced to make guesses for questions placed toward the end of the examination because you spent too much time working on difficult questions earlier, rather than skipping them and saving them for later. Skipping questions that are

difficult for you, may give you more time with questions that you have a better chance of answering correctly.

- d. You may have skipped difficult questions but in returning to them did not save yourself time by reducing the number of answer choices (e.g., maybe, likely, or probable). Be sure to use a coding system for any skipped questions so that when you return to them, you may decide on an answer based on the reduced numbers of choices marked earlier.

2. Misreading a question or answer by overlooking a key word or phrase.

The solution to this type of error is underlining. Underlining makes those key words and phrases stand out when choosing an answer. Once you have underlined the key words and phrases in a question, check the details of the possible answers with the details you underlined, one-by-one. If every detail does not match, consider that answer suspect and try another, always keeping in mind you are looking for the best possible answer.

3. Not knowing the meaning of one or more key terms.

This is a problem of vocabulary. When you come to an unfamiliar word, reread the sentence to determine its meaning without worrying about the meaning of the unfamiliar word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word should become clearer once you understand the phrases and ideas that surround it.

4. Having difficulty telling the difference between the important and unimportant parts of a question because it is complicated or difficult to understand.

First, these are the questions you should skip until the end of the test. These are also the questions on which you will use the slash mark technique mentioned earlier (general test-taking strategies). It's called *divide and conquer*. Use slash marks to break up the question into smaller parts; then concentrate on one part at a time. When you return to these difficult questions, first read the possible answers before reading the question. This helps you to direct your concentration while reading the question. Also, focus on the topic sentences that are usually the first and last sentences in a question. Read these difficult questions twice. The first time, read for the general idea. Do not spend time on individual words or phrases you do not understand. The second time, read for more detailed understanding. The first reading will give you the general meaning so that the second reading will be easier. Lastly, visualize what the question is asking.

5. Not being familiar with comparing combinations of information.

This is a problem of re-arranging information in the correct way so that it makes sense. Underline important pieces of information in the question and then compare this information with the possible answers point-by-point. Concentrate on eliminating the wrong answers first.

6. Choosing an answer simply because it "looks" good.

Several factors may cause you to choose incorrect answers that "look good":

- a. An incorrect answer may contain an exact phrase from the original question.
- b. An incorrect answer may contain a phrase or sentence from the original question, but present it in a different way. For example, an idea that is rejected in the question may be presented in the answer as an idea that was supported.
- c. An incorrect answer may overstate what the question has stated. For example, if the question says, "Some incidents...", the incorrect answer may say, "All incidents...."

Some strategies for avoiding the tendency to select incorrect answers that "look good" include:

- a. Have an answer before you review the answer choices. This will make you less likely to choose an answer that just "looks good."
- b. Use the method of marking each probable answer to indicate what you think about it (e.g., unlikely, likely, could be) before choosing one.
- c. Beware of choosing answers based on common sense or previous knowledge and experience. Answer only on the basis of the material presented in the test question itself.
- d. Stick strictly to the facts or rules described in the test question itself. Do not be drawn to answers that stretch or exaggerate these facts or rules. This is the time to watch out for words such as "only," "never," "always," "whenever," "all," etc.
- e. Beware of answers containing exact words or phrases from the question material. Do not simply assume that such answers are correct.
- f. Prepare a defense for your answer choice. Find something in the test question that will allow you to give a strong defense for your particular answer choice.

7. You may not know why you missed a question.

Finally, if you just do not know why you missed a question, we suggest you review the *Preparation Guide* again. Also, talk with someone else who may be taking the test to compare answers and information or ask a tutor, friend, or a family member for help.

Remember, as you review your answers to the sample questions contained in the Ability Areas section, use the Error Analysis form to evaluate your test-taking behavior.

Instructions for Using the Error Analysis Form

Use the form below to analyze the sample questions that you answer incorrectly in the Ability Areas section of this *Guide*. As you work through the Ability Areas section, review each sample question as follows.

1. If you answered the question correctly, place a check mark in the blank in the column labeled "CORRECT."
2. If you answered the question incorrectly:
 - a. identify which of the seven reasons was the likely basis in making the error.
 - b. mark the appropriate blank in the set of columns labeled "REASONS FOR INCORRECT ANSWERS."
 - c. total the number of marks in each column.
3. If errors occur in the same ability area (row), focus your study in the ability area.
4. If errors are concentrated in one or more columns, go back and review the test taking strategies for the specific ability area or areas.
5. Concentrate on the ability area or areas where errors that occur most often.

Error Analysis Form: Sample Test Questions in the Ability Areas Section

SAMPLE QUESTION NUMBER	ABILITY AREA	REASONS FOR INCORRECT ANSWERS							
		CORRECT	1	2	3	4	5	6	7
1	MEM	_____	___	___	___	___	___	___	___
2	MEM	_____	___	___	___	___	___	___	___
3	VISUAL	_____	___	___	___	___	___	___	___
4	VISUAL	_____	___	___	___	___	___	___	___
5	SPATIAL	_____	___	___	___	___	___	___	___
6	SPATIAL	_____	___	___	___	___	___	___	___
7	VERB EXP	_____	___	___	___	___	___	___	___
8	VERB EXP	_____	___	___	___	___	___	___	___
9	VERB COMP	_____	___	___	___	___	___	___	___
10	VERB COMP	_____	___	___	___	___	___	___	___
11	PROB SENS	_____	___	___	___	___	___	___	___
12	PROB SENS	_____	___	___	___	___	___	___	___
13	DED REAS	_____	___	___	___	___	___	___	___
14	DED REAS	_____	___	___	___	___	___	___	___
15	IND REAS	_____	___	___	___	___	___	___	___
16	IND REAS	_____	___	___	___	___	___	___	___
17	INF ORD	_____	___	___	___	___	___	___	___
18	INF ORD	_____	___	___	___	___	___	___	___
TOTAL FOR EACH ERROR TYPE		_____	___	___	___	___	___	___	___
TOTAL QUESTIONS CORRECT		_____							

D. ANSWER SHEET PROCEDURES

Instructions for Using the Answer Sheet

This section describes the procedures to complete the answer sheet during the actual examination. All of the questions on the examination will be multiple-choice format. You will mark your answers on a separate answer sheet that will be distributed at the examination site. A sample of a portion of this answer sheet is included on the bottom of this page. The procedure for marking the answer sheet is described below.

When marking the answer sheet:

1. Be sure that the test item number in the test booklet matches the test item number you are marking on the answer sheet. For example, if you are on question 12 in the test booklet, be sure you are marking question 12 on the answer sheet.
2. Be sure to place all of your answers on the answer sheet. Do not make any stray marks or notes on the answer sheet. Instead, use your test booklet for scratch work or to mark questions to return to later. Although you may write in your test booklet, your score will be based only on the answers that appear on your answer sheet.
3. Although the answer sheet provides space for five responses, there are only four answer choices to each question, that is, A, B, C, or D. **Do not mark circle "E" under any condition.**

Sample Test Answer Sheet

This is a sample of a portion of the answer sheet that you will use during the actual examination. Use this sample to record your answers to the 18 questions contained in the Ability Areas section of this *Guide*. Since you will not use question number 20, we have filled in that question number to show you the correct way to record each answer on the answer sheet. Notice that circle "B" is filled to indicate that answer choice "B" was selected as the correct answer. Also note that the entire circle has been filled and no stray marks extend outside the circle.

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EXAMPLES

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IMPORTANT DIRECTIONS FOR MARKING ANSWERS

- Use #2 pencil only.
- Do not use ink or ballpoint pen.
- Make heavy black marks that fill the circle completely.
- Erase clearly any answer you wish to change.
- Make no stray marks on the answer sheet.

SECTION II: ABILITY AREAS

This section of the *Guide* is organized around the nine ability areas that will be measured in the examination. There are some test taking strategies which are specific to each ability area. The strategies are provided for those who may not be familiar with or may want some guidance in taking tests.

For each ability area, the following information is provided:

Definition: The ability area is defined. In addition, examples of how the ability applies to the job of an entry-level police officer are presented.

Techniques: One or more strategies are provided to help you answer the questions. The technique often explains how to approach answering the question or steps to review before selecting the best answer. For some examples, explanations of why each choice was not selected are made so that you can see how applying the strategies can help with narrowing the selection of the best answer.

Sample Test Questions: Two sample test questions are provided for each ability area. By answering the sample test questions you will be able to check your understanding of the test-taking strategies provided.

Answers to the sample questions are provided after all nine ability types are presented. Completing the sample questions may help you to determine your current ability level and to identify those ability areas upon which you may want to focus your preparation efforts. Use the sample answer sheet provided on the previous page to record your answers to these sample questions. Also, use the *Error Analysis Form* to help you assess your test performance.

A. NINE ABILITY AREAS AND ASSOCIATED TEST-TAKING STRATEGIES

1. Memorization

Definition: This is the ability to recall and retain new information as an integral part of the job. For example: An officer changes a patrol sector and must be able to remember the new streets and business layout. This includes remembering new names, faces and vehicles that may appear in the patrol sector while the officer is patrolling. This ability would also include memorizing geographic locations, maps, and patrol patterns. This ability does not include the ability to memorize procedures or memorization of information that occurs out of the task situation, such as newspaper articles about events in other cities.

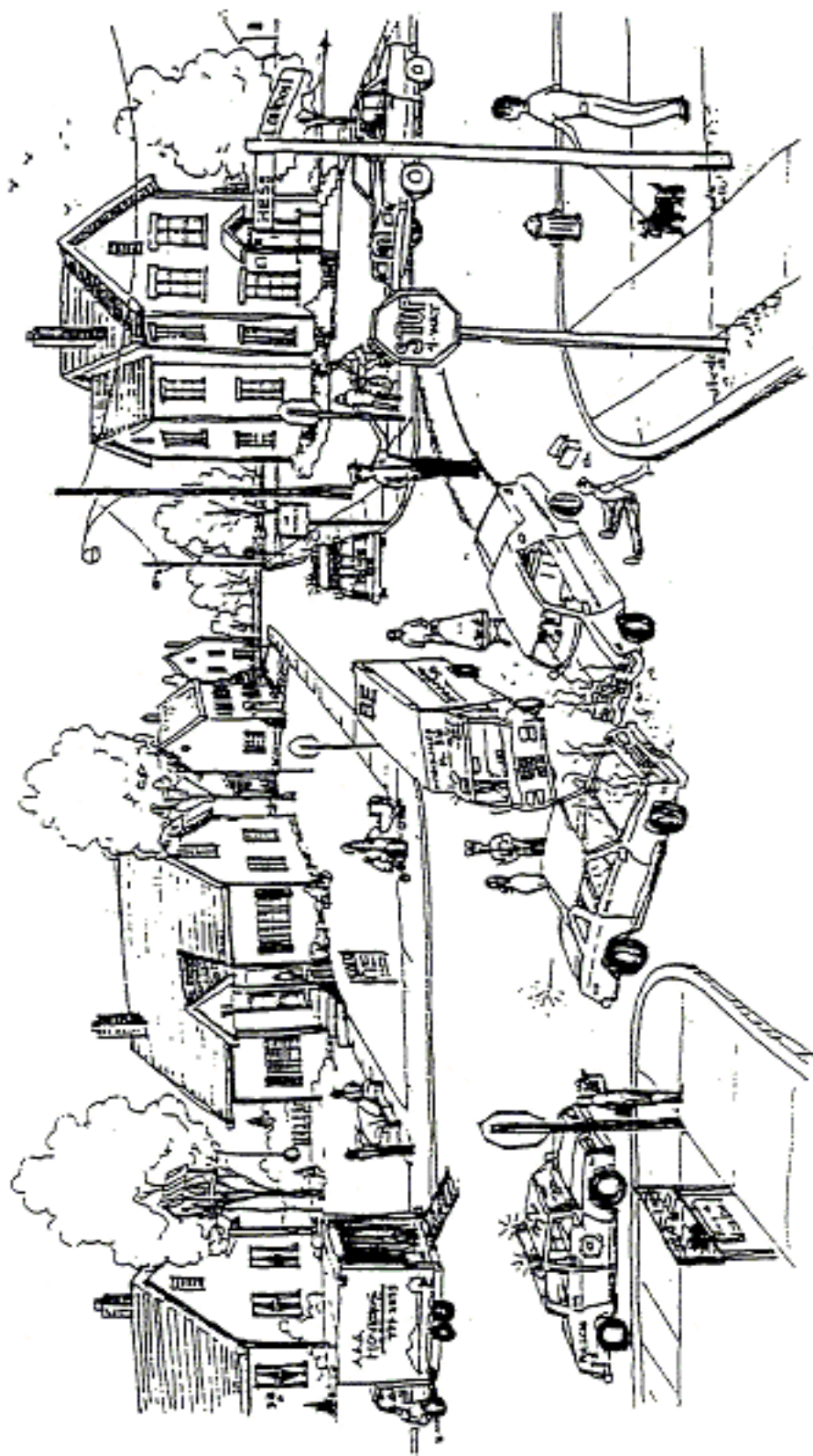
Techniques: The first set of questions on the examination will be memorization questions. They will relate to a large scene or picture you will be asked to study. This picture will depict a situation of relevance to a police officer. You will be given five minutes to study the picture. You will not be allowed to go back to the picture, so it is important that you study it carefully. The five-minute study period will be followed by another five-minute "hold" period to allow you to absorb the details of the picture. You will not be allowed to use your pencil to write on anything during this portion of the examination but you can substitute with your fingers. Use your finger to circle, underline, and emphasize important details, such as circling the time on clocks, signs in windows, etc.

Specifically, use your finger to DRAW two imaginary lines through the picture to divide the picture into quarters. Then study a quarter of the picture at a time and compare the contents of each quarter. REPEAT details that you observe to yourself. You are exercising your memory this way. Also, test your memory continuously. Keep checking to see if you can remember sections you have already worked on. Test yourself by asking over and over the four W's: Who? What? When? Where? INSPECT key information in each section of the picture through which you have drawn the imaginary lines. Remember the key details; remember the little details. VISUALIZE objects, events, and people in your mind whether it is pictures or words. Lastly, order or arrange EVENTS and things in your mind. Information that is in some order is easier to remember. Get the time order of events in sequence. These are all techniques you can practice at home.

To summarize, remember the following code word: **DRIVE**

- D** = Draw imaginary lines
- R** = Repeat details
- I** = Inspect information
- V** = Visualize things
- E** = Event ordering makes information easier to remember

Use the memory picture on the next page to answer Sample Test Questions 1 and 2, but do not look at the sample questions until after studying the picture. As noted above, study the picture for five minutes. Then put the picture aside for five minutes. Finally, answer Sample Test Questions 1 and 2 found on the page after the picture.



Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet found on page 9. Consider the scene you just studied when answering sample questions 1 and 2. Be sure that you have studied the picture before looking at these questions. Do not look back at the picture when answering these questions since this is a test of Memorization.

1. The following numbers of motor vehicles are visible in the scene:

- A. 7.
- B. 9.
- C. 17.
- D. 45.

2. The number visible on one of the police cars in the scene was:

- A. 6.
- B. 8.
- C. 32.
- D. 101.

2. Visualization

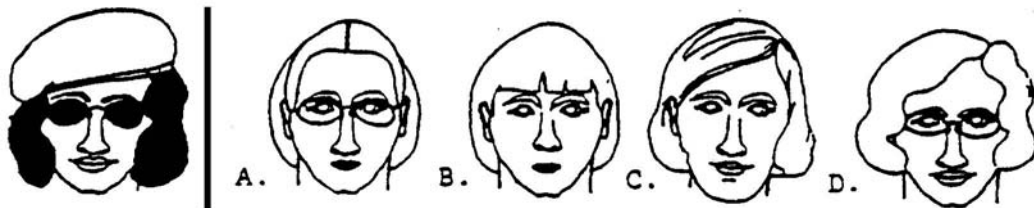
Definition: This ability involves forming mental images of what objects look like after they have been changed or transformed in some way. For example, if a pick-up truck with a cap on the back were observed leaving the scene of a crime, the person with this ability would be able to visualize what this truck would look like without the cap. In the same way, the person with this ability would be able to visualize what a suspect would look like with a hat, sunglasses, different clothing, or different types of facial hair (see examples below).

Techniques: As shown in the example below, some of the visualization questions will consist of a drawing or photo of a face followed by a line-up of four other faces. One of these other faces is the original face in disguise. You must see through the disguise and pick out the original face. When responding to these questions, follow these suggestions:

1. Focus your attention on unchanging parts of the face. Ignore changing parts, such as hair or changes in facial expression. The parts of the face least likely to change are the nose and the eyes. The hair is the feature most likely to be changed, including beards and mustaches, but a change in hair also can make the mouth, chin, and shape of face look different.
2. When possible, focus on parts of the face which are most influenced by the shape of the bones. The same face may be fat or thin, depending on gain or loss of weight. However, bones do not change much. For example, pay attention to shape of the chin and cheek bones when they are visible.
3. Make point-by-point comparisons between the original face and the disguised faces. Do not try to judge the face as a whole. Rule out false figures one by one on the basis of specific details.

Example:

The first face, on the left, is a sketch of an alleged criminal based on witnesses' descriptions at the crime scene. One of the four sketches to the right is the way the suspect looked after changing his/her appearance. Assume that NO surgery has been conducted on the suspect. Select the face to the right that is most likely to be that of the suspect on the left:



Explanation of example question:

The correct answer is choice D. All critical features match the features of the suspect. In addition, all other answer choices have at least one critical difference.

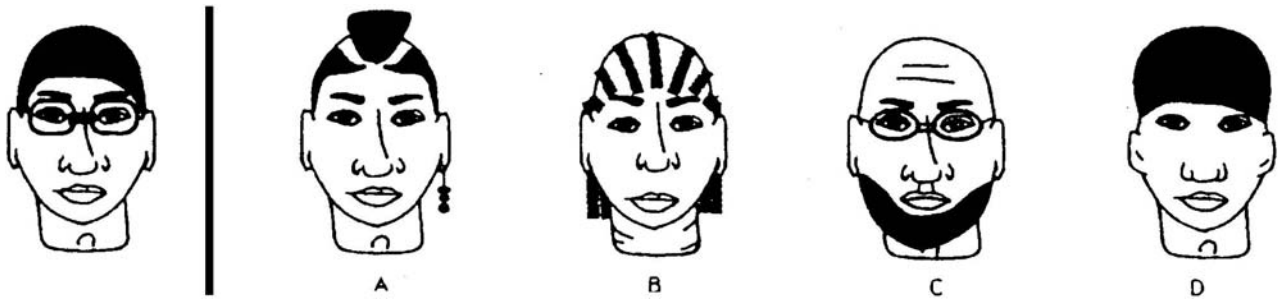
Choice A is incorrect because the lips are too small AND the eyebrows are too bushy.

Choice B is incorrect because the lips are too small, the eyebrows are too bushy, AND the nose is too short (or high on the face).

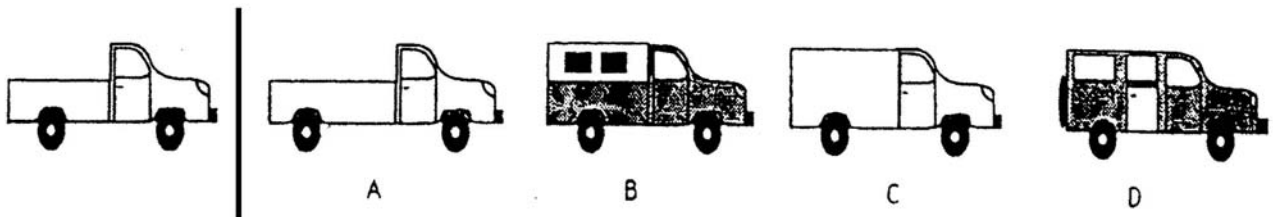
Choice C is incorrect because the chin is rounded AND the eyebrows are too bushy.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet found on page 9.

3. Answer this question on the basis of the following sketches. The first face that appears on the left is a sketch of an alleged criminal, based on witnesses' descriptions at the crime scene. One of the four sketches to the right is the way the suspect looked after changing his/her appearance. Assume that NO surgery has been conducted on the suspect. Select the face that is most likely to be the suspect.



4. Answer this question on the basis of the following sketches. The first vehicle, which appears on the left, is a sketch of a vehicle used in a recent crime, based on witnesses' descriptions at the crime scene. One of the four sketches to the right is the way the vehicle looked after its appearance was changed. Assume no bodywork was performed when changing the vehicle's appearance. Select the vehicle that is most likely to be the vehicle used in the crime.



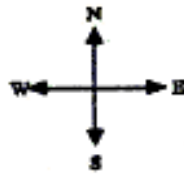
3. Spatial Orientation

Definition: This is the ability to keep a clear idea of where you are situated in relation to the wider space in which you happen to be. This ability helps an individual avoid becoming lost in a particular space whether that space is a city, a building, a park, or a subway system. With this ability, an individual should be able to look at a map or a layout of the area and determine his or her position in that area. In the same way, the individual with this ability should be able to arrive at a particular place or location through use of a map or layout of an area. The question that this ability allows the person to answer is, "If the environment looks like this, what is my position?"

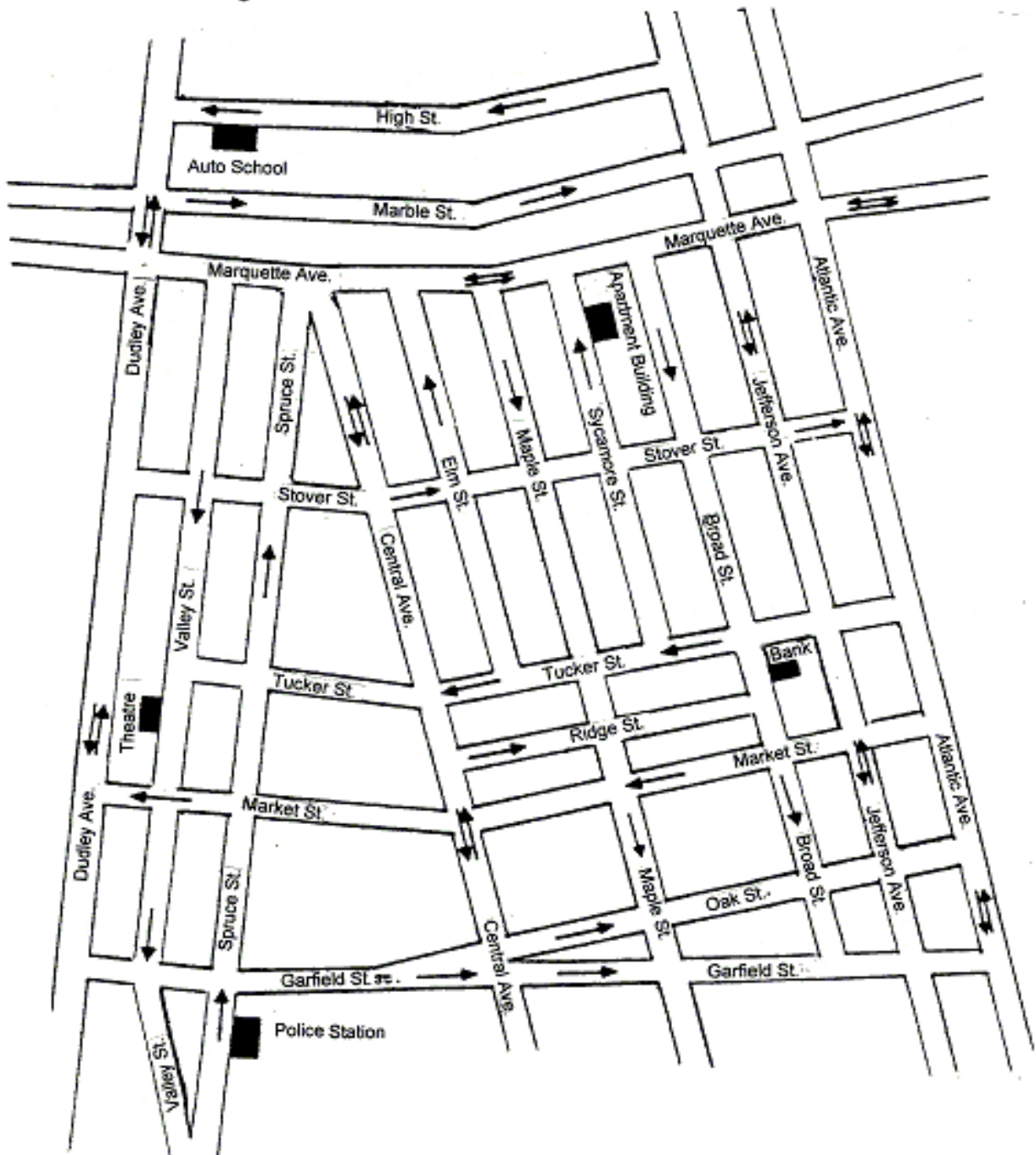
Technique: Spatial orientation questions will often utilize a full-page map and ask you how to get from one point to another. Use your pencil on this type of question. Trace a route and erase it completely if you make an error. Turn the map in any way necessary (for example, sideways, upside down) to make it easier for you to understand the directions. If there is more than one question using the same map, erase the line you made in answering the first question. If you do not erase the line you made in answering the first question, your lines will clutter the map and confuse you. Finally, when responding to these questions, you should take note of two things—the compass identifying the directions, and the arrows indicating the flow of traffic.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet on page 9. Use the map on the next page to answer the two sample questions below:

5. You are at the Police Station preparing to go out on patrol when you are dispatched to respond to a vandalism incident in progress at the auto school on High Street (between Dudley Boulevard and Jefferson Avenue). The most direct route to the auto school, from the Police Station, without breaking any traffic laws, is as follows:
 - A. Travel north on Spruce, west on Marquette, north on Dudley, and east on High to the auto school.
 - B. Travel north on Spruce, west on Garfield, north on Dudley, east on Marble, north on Jefferson, and west on High to the auto school.
 - C. Travel north on Spruce, west on Garfield, north on Dudley, and east on High to the auto school.
 - D. Travel north on Spruce, east on Marquette, north on Jefferson, and west on High to the auto school.
6. You are located at the intersection of Oak Street and Jefferson Avenue and are out on patrol in your district. You turn north and travel for 1 block, then turn west and travel for 4 blocks, then turn north and travel for 2 blocks, then turn east and travel for 5 blocks, and finally turn south and travel for 1 block before stopping. You have stopped at the intersection of:
 - A. Jefferson and Tucker.
 - B. Jefferson and Stover.
 - C. Broad and Tucker.
 - D. Ridge and Broad.



- Single arrows represent one-way streets
- Double arrows represent two-way streets



4. Verbal Expression

Definition: This ability involves using language (either oral or written) to communicate information or ideas to other people. These other people might include suspects, victims, witnesses, other patrol officers, supervisors, shop owners, or any individuals with whom the officer might come in contact. This ability includes knowledge of vocabulary, knowledge of distinctions among words, and knowledge of grammar and the way words are ordered. Examples might include explaining a new departmental procedure or policy to a patrol officer or group of officers at roll call, explaining investigation procedures to a victim, or explaining a union contract clause to a patrol officer.

Techniques: There are two types of verbal expression questions that you may encounter. The first type requires that you identify the most appropriate way to communicate a particular thought or idea to another individual. For these questions, it is important to ensure that the answer chosen accurately reflects the content of the original idea, and also expresses the original idea in the most clear and concise manner. Consider the Example Questions below.

Example of the First Type of Verbal Expression: When a police officer arrived at the scene of a disturbance in an abandoned warehouse, she noticed a van leaving the site. Since her investigation revealed that the warehouse had been vandalized, the officer felt she should include her observation of the van in her report. The most effective way for the police officer to report this fact is by saying:

- A. "When I arrived at the warehouse, I saw a van driving away from the site."
- B. "A van which should not have been there was at the warehouse."
- C. "The vandals escaped in a van."
- D. "I do not know if it's important but when I got there, I saw a vehicle leaving the scene."

Explanation of Example Question: A is the correct answer because it correctly reflects the facts given in the question.

Answers B and C are incorrect because they provide details that have not been established (the van should not have been there AND the vandals escaped in the van). The police officer was only able to state that the vehicle left the site as she arrived.

Answer D is not the best answer because it leaves out the important fact that the vehicle was a van.

The second type of verbal expression question requires that you order your thoughts or statements in a logical sequence so that others will understand you. Such questions will start with a list of statements to be made by an individual. For example, the statements may represent sentences contained within a police report describing the sequence of events that occurred at an incident. These statements will not be presented in the correct order. The answer choices will present you with several possible orderings of the statements, only one of which makes sense.

Example of Second Type of Verbal Expression: Police Officer Wilkins is preparing a report after leaving the scene of an accident. The report will include the following five sentences: (These sentences are NOT listed in the correct order.)

1. The Dodge struck the right rear fender of Mrs. Smith's Ford, and continued on its way.
2. Mrs. Smith stated she was making a left turn from 40th St. onto Third Avenue.
3. As the car passed, Mrs. Smith noticed the dangling rear license plate #412AEJ.
4. Mrs. Smith complained to police of back pains and was taken by ambulance to Bellevue Hospital.
5. An old green Dodge traveling up Third Avenue went through the red light at 40th St. and Third Avenue.

The most logical order for the above sentences to appear is as follows:

- A. 5, 3, 1, 2, 4.
- B. 1, 3, 2, 5, 4.
- C. 4, 5, 1, 2, 3.
- D. 2, 5, 1, 3, 4.

Explanation of Example Question: The correct answer is D. To identify the correct order, the sentences for the report need to be organized according to the proper time sequence for the accident. Sentences 1, 2, 3 and 5 describe the events of the accident. The proper sequence for these four events is 2, 5, 1, 3. (Mrs. Smith is attempting a left turn, a Dodge ran the red light, struck her vehicle and continued on its way, and as it passed she noticed its license plate number.) Answer D is the only answer choice with this sequence.

When working with a question like this, look at the content of each statement or phrase separately and determine whether it can stand alone or if it must precede or follow another statement. If it cannot stand alone, look for the statement that contains the information you need. However, do not forget to evaluate that statement in the same way as the first. Ask the questions, what happened first and what happened next? Similarly, consider whether there are statements that the statement under consideration cannot precede or follow. This also will help to narrow down the choices.

While you should identify the pairs of statements that must (or cannot) go together, you should not attempt to determine the correct order of all of the statements before checking the answer choices provided. There may be several logical ways in which to order the statements; however, only one possibility will be included among the answer choices provided. Therefore, you should work through each of the answer choices presented one by one, keeping in mind the statements that must (or cannot) appear together. Answer choices that are not feasible should be eliminated until you find the one answer choice that places the statements in the appropriate order.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet on page 9.

7. A police officer is talking to a local citizens' group on the role police play in problems of domestic violence. The officer has explained that police officers are often called because a domestic conflict is disturbing neighbors. In addition, the officer has pointed out that many calls occur prior to a crime being committed. This is important since one of the objectives of police officers is to stop crime before it starts. The most effective way for the officer to accurately sum up the role of the police in domestic conflicts is as follows:
- A. "Since frequently no crime has been committed, the role of the police in domestic conflicts is fairly limited."
 - B. "In resolving domestic conflicts, the officer's function is to restore order and prevent possible crimes from occurring."
 - C. "The officer's main goal in responding to domestic crimes is to protect the innocent."
 - D. "Many people involved in domestic conflicts call the police in order to have an objective authority help settle disputes."

8. Police Officer Turner is writing a report regarding the criminal homicide he investigated this morning. The report will include the following sentences: (These sentences are NOT listed in the correct order.)
- 1. I noticed a display case for handguns was open, but there were no guns in it.
 - 2. We got a call reporting that the front door of a pawnshop was open, but the owner was not there.
 - 3. We interviewed tenants of the apartments in the upstairs sections of the same building.
 - 4. On arrival, we discovered the body of the shop owner, apparently dead from knife wounds to the chest.
 - 5. I called an ambulance to pick up the victim.

Officer Turner could communicate the above sentences most effectively if he presented them in the following order:

- A. 4, 5, 2, 3, 1.
- B. 2, 1, 4, 5, 3.
- C. 2, 4, 5, 1, 3.
- D. 2, 5, 1, 3, 4.

5. Verbal Comprehension

Definition: This is the ability to understand language, either written or spoken. This ability involves both the understanding of individual words as well as patterns of words (sentences and phrases), so it is more than simply possessing a good vocabulary. It is the ability to hear a description of an event and understand what happened. It is also the ability to read a sentence or series of sentences and understand the meaning. This involves listening, not giving it. This ability is used in reading materials such as an offense report, listening to descriptions of events, places, or people, receiving radio communications, or following instructions.

Techniques: To test verbal comprehension, you will be provided with a passage describing a police-related incident or set of operating procedures. These passages will be approximately 1/2 to 2/3 of a page in length and will be followed by two or more test questions. These questions will test your ability to understand instructions.

For some candidates, these questions may prove to be difficult simply because of the initial amount of information presented. Some of the techniques you can use on these questions have already been discussed as part of the general test-taking strategies.

- A. One of the most useful techniques involves reading the test questions and possible answers before reading the passage to help you identify and focus on the information that is being sought. You may find that you locate the answer to one of the questions related to a passage before you even finish reading the passage for the first time. If so, answer the question right away. As you go from one sentence or paragraph to the next in the initial passage, you may have to glance back at the questions to remind yourself of the specific details for which you are searching.
- B. Another extremely useful technique is to circle key words in the passage after you have read the questions related to the passage. For example, if the questions related to the passage seek information about a particular person (e.g., Mr. Jones), then circle Mr. Jones's name when you come to it in the passage so you don't waste time looking back through the passage later. You may also use slash marks between key phrases to make the passage easier to understand.
- C. A third technique is to initially read for understanding and avoid becoming bogged down by individual words that you do not understand. (These tend to be time-consuming questions that you may not have the opportunity to read more than once.) Sometimes the meaning of a word can be realized from the context in which it is used, or you may not need to understand the word at all to understand the passage. We caution you, however, do not try to read faster than you can read with comprehension.
- D. Try to form a picture in your mind as you read. Schoolbooks used to teach reading contain many pictures as pictures aid comprehension.
- E. Ask yourself questions as you read. When you finish reading a paragraph or a long sentence, ask yourself what the passage was saying. What was the point of the paragraph or sentence?

It's important to note that most of the suggested strategies for verbal comprehension questions are directed toward helping applicants understand the relatively lengthy passages of information which tend to precede these questions. Thus, these strategies would be useful with any type of question that requires applicants to read and understand a considerable amount of information.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet on page 9.

Use the information in the following passage to answer the next two questions.

At 9:47 p.m., two patrol units were dispatched to a suburban home on the evening of June 12. The dispatcher stated that the owner had reported a robbery, which took place earlier that evening when he and his wife were not at home. The owner also stated that the suspects were in the home at the time of their arrival, but that they fled the scene in a dark blue sedan.

Upon arrival at the home, Officers Baker and Reigner began to question Mr. Corneal, the owner of the home. In the meantime, Officers Lucas and Gentry conducted a preliminary investigation of the home to determine the activities of the suspects and the extent of damage. The questioning revealed that Mr. Corneal collected exotic guns and had accumulated an extensive collection. In addition, Mrs. Corneal had several sets of antique jewelry. When questioned as to individuals who knew about the collections, Mr. Corneal stated that only friends of the family and members of the rifle club were aware of them. He was further questioned to determine whether any unusual events had occurred recently that might be related to this incident. Mr. Corneal stated that they had extensive remodeling done to the interior of the home during the past month and a half by several different companies. Officer Reigner asked if they had reason to suspect any of the workers. Mr. Corneal stated that several of the workers had shown an interest in seeing and discussing his collection of guns, but that it would be very difficult to determine which individuals, if any, may have been involved. Officer Reigner requested the names of the companies and the services they performed.

After a few minutes, Officers Lucas and Gentry returned from their search of the home. Since the only other areas that were disturbed were ones that typically contain money (e.g., dresser top and dresser drawers), they determined that the robbers concentrated their efforts on the two gun collections. They concluded that the robbers must have been aware of the gun collections before entering the home.

9. According to the above passage, when the Corneals arrived home on the evening of June 12, they discovered that their home had been:
- A. ransacked, but nothing was stolen.
 - B. entered, and the television, stereo, and computer were stolen.
 - C. entered, and the robbers were still in the home.
 - D. robbed, and five antique guns and several pieces of exotic jewelry were the items that were taken.
10. According to the robbery and subsequent investigation described above, the ONLY statement that accurately reflects the information gathered is:
- A. Officer Reigner requested the names of the companies doing the remodeling.
 - B. Mrs. Corneal seemed to be the one to answer all of the police officer's questions.
 - C. Officer Baker helped with the search of the home.
 - D. The robbers were reported to have fled the scene in a dark blue van.

6. Problem Sensitivity

Definition: This is the ability to recognize or identify the existence of problems. It involves both the recognition of the problem as a whole and the elements of the problem. This ability does not include the ability to solve the problem, only the ability to identify or recognize the problem. Examples of this ability are recognizing when to: stop and question a group of individuals; treat an injured person; wait for medical assistance; call in information about roadway conditions; or report a malfunction in the patrol car. This ability would also involve recognizing an explanation that someone provides in a particular situation is farfetched and probably not a truthful explanation.

Techniques: There are two types of Problem Sensitivity questions that you may encounter. The first type (see example below) will often begin with the presentation of some rules, procedures, or recommended practices followed by the description of an incident or situation in which these rules should be applied. Based on the applicable rules, you will be required to identify a problem (or the most serious of several problems) in the way the incident was handled. Because this first type of Problem Sensitivity question typically involves the presentation of a large amount of initial information, many of the suggested strategies for verbal comprehension questions (e.g., underlining key information) will assist you with these types of questions.

Example: The Divisions of Police and Fire have standard procedures for handling bomb threats and bomb-related incidents including the following:

1. Trained police personnel direct operations at the scene; fire personnel stand by and typically assist in rescue operations.
2. While radios may be left on at the scene of an unexploded device to receive instructions from the Communications Office, no radio transmissions are to be made from the scene, since radio signals can detonate an explosive device.
3. The decision to evacuate a building is to be made by the management of the building unless an explosive device has been found; in such an instance, the police personnel in charge of the operation make the evacuation decision.
4. No public statements are to be made to the media by police or fire personnel.
5. If one device detonates, there is always the possibility of a second or third device, so police and fire personnel should stay clear of the area until it has been determined (usually by police bomb squad personnel) to be safe.

Given the above procedures, the most potentially dangerous mistake has been made in which of the following situations?

- A. Immediately after a second bomb exploded in a bank, Firefighter Thomas entered the bank to conduct rescue operations.
- B. While standing by at the scene of a bomb threat, Police Lieutenant Caffey provided information regarding the incident to a reporter.
- C. While standing by at the scene of a bomb threat, Fire Lieutenant Griffin received instructions from the Communications Office via his radio.
- D. After an unexploded device was discovered in an apartment building, Assistant Fire Chief Johnson ordered the apartment building manager to evacuate the building.

Explanation of Example Question: Choice A is the correct answer. Choices A and B represent the only mistakes. With respect to choice A, Firefighter Thomas should wait to enter the bank until the bomb squad personnel determine that it is safe (according to procedure 5). With respect to choice B, no police personnel, including Lieutenant Caffey, should make a public statement to the media (according to procedure 4). Since the question asks for the "most potentially dangerous mistake," the best response is choice A since entering the bank without proper safety clearance is a direct risk to one's own life and the life of anyone who follows. Choice C is incorrect because (according to procedure 2) it is okay to receive instructions via the radio as long as no transmissions are made. Choice D is incorrect because (according to procedure 3) the actions of Assistant Fire Chief Johnson were appropriate.

The second type of Problem Sensitivity question will consist of stories or descriptions by victims and witnesses. For these questions, a problem exists when a victim or witness gives information that is different from information supplied by other witnesses. Consider the example below.

Example: Police Officer Dunn interviews four witnesses to a murder which took place in a crowded bar and grill. Each of the witnesses observed the perpetrator of the shooting as he was leaving the bar and grill. They described him as follows:

Witness #1: "He was a White male, about 25 to 30 years of age, with brown shoulder length hair. He was about 6'0" and weighed about 185 pounds. He wore blue jeans and a brown leather jacket. He had a small scar on his forehead."

Witness #2: "He was a male, White or Hispanic, late twenties, 5'10", 190 pounds, with long brown hair. He was stocky and wore dark pants and a brownish jacket."

Witness #3: "He was a light skinned male, possibly White or Hispanic, in his mid twenties, about 6'0" and weighed about 180 pounds. He had a tattoo of a panther on his right forearm. He had moderately long hair and wore a brown shirt and dark pants."

Witness #4: "He was a White male, around 25 years old, about 5'11" and weighed about 185 lbs. His hair was brown and over his ears, fairly long. He wore darkish clothes, I'm not sure of the color of his jacket or pants."

Based on the above information, Officer Dunn should recognize that there is a problem with the description given by Witness #:

- A. 1.
- B. 2.
- C. 3.
- D. 4.

Explanation of Example Question: Choice C is the correct answer. There is agreement that the perpetrator was a White or Hispanic male in his mid to late twenties with long brown hair who was approximately 6' tall and 185 lbs. In addition, his pants and jacket were dark in color. There were only two discrepancies across the descriptions. Witness #1 reported that the perpetrator had a small scar on his forehead. Witness #3 reported a tattoo of a panther on the perpetrator's right forearm. Of the two, it is much harder to explain how a tattoo of a panther could be overlooked by three of four witnesses AND how one witness could see it when the other three witnesses all stated that the perpetrator had a jacket on during the incident. Thus, choice C is the best answer.

Sample Test Questions: Record your answers to the next two questions on the Sample Test Answer Sheet on page 9.

11. Police officers should follow the guidelines presented below when dealing with individuals suspected of driving while under the influence of alcohol:

1. A SEPARATE citation shall be issued for any traffic offense that originally brought the offender to the attention of the officers (e.g., reckless operation of motor vehicle).
2. If the driver refuses to submit to a blood alcohol test OR submits to such tests and scores above the limit, the arresting officer should order the driver to surrender his/her operator's license and issue a citation for driving under the influence.
3. If the violator scores below the legal limit on the blood alcohol test, the operator's license SHALL NOT be confiscated. The results of field tests (e.g., walking heel to toe on a straight line) have no influence on this guideline.
4. Even if the violator scores below the legal limit, the violator can still be charged with driving under the influence if the officer can justify the charge through the use of field tests.

Officer Kelley notices a car swerving in and out of its lane. Officer Kelley stops the car and asks the driver to submit to a test for driving under the influence of alcohol. The driver submits to the test and scores below the legal limit. However, based on several field tests, Officer Kelley still charges the driver with driving under the influence. Officer Kelley writes a citation for reckless operation (i.e., swerving from lane to lane), a citation for driving under the influence, and a citation for failing the field tests. Officer Kelley then confiscates the operator's driver's license and takes the driver to the station for booking.

According to the guidelines presented above, Officer Kelley's actions were:

- A. appropriate because they were consistent with the guidelines provided.
- B. problematic because the driver was forced to surrender his license.
- C. problematic because Officer Kelley did not have a witness to the field tests.
- D. problematic because Officer Kelley gave the driver a citation for driving under the influence even though the driver passed the blood alcohol test.

12. Officer Johnson received the following four statements from witnesses who were in The First National Bank during a robbery:

Witness #1 - "There were two of them. Both male, about 6'2" tall with medium builds. One of them had dark hair and was wearing jeans, a leather jacket, and sunglasses. The other had short blond hair and was wearing jeans and a red lightweight jacket. Only the one with the sunglasses spoke, and he had a southern accent."

Witness #2 - "Both of the men were about the same size, maybe 6', about 180 lbs. One of them was wearing a leather jacket and the other one was wearing a lightweight red jacket. I could not see their faces because one had on a ski mask and the other had on dark sunglasses. The one with the sunglasses had dark hair."

Witness #3 - "The two men were both about 6'1" and 180 lbs. One had on a leather jacket, the other a red windbreaker. Both men were wearing jeans and tennis shoes. One had dark hair and was wearing sunglasses. The other one was wearing some kind of stocking cap that was pulled down over his face."

Witness #4 - "Both men had on jeans, tennis shoes and jackets. One jacket was leather, the other bright red. One of the men had dark hair and I could not see the other one's face because of a ski mask. They both looked a little over 6 feet tall. Only the one with the dark hair spoke."

Based on the description presented above, Officer Johnson should recognize that there is a problem with the account provided by Witness #:

- A. 1.
- B. 2.
- C. 3.
- D. 4.

7. Deductive Reasoning

Definition: This is the ability to take an idea from the general to the specific. That is, this ability involves applying general rules or regulations to specific cases, or proceeding from stated principles to logical conclusions. Rules and procedures help to assure that police officers make the correct decisions and take the correct action in all types of situations. For example: Identifying a particular situation as a civil or criminal case; distinguishing between burglary and trespass, or between assault and harassment; determining whether a homeless person should be referred to a charitable organization or a public welfare agency. This ability might also include determining which factors to take into account when drawing a weapon. There are two types of Deductive Reasoning questions that you may see, that is, questions based on rules and procedures AND questions based on the interpretation of law.

A. Techniques for questions based on rules and procedures: The first type of question will start with the presentation of some general rules and procedures and require the candidate to apply the general rules to specific cases. Rules and procedures are intended to ensure that police officers make the correct decisions in a wide variety of situations. There are four factors to consider when answering questions about rules and procedures:

1. **PAY ATTENTION TO THE DEFINITE ORDER THAT STEPS ARE TAKEN:** Many rules and procedures require the police officer to go through a series of actions. There is often a correct order for these actions. Make sure the answer you choose has that same correct order of steps.
2. **PAY ATTENTION TO WHEN A RULE OR PROCEDURE IS IN EFFECT:** Some rules apply only to certain types of situations or during certain periods of time. Make sure the correct answer applies to the situation and time in question.
3. **PAY CLOSE ATTENTION TO EXCEPTIONS:** Pay particular attention to any exceptions given in the rule or procedure. Underline key words such as EXCEPT, UNLESS, IF, and ONLY.
4. **PAY ATTENTION TO COMPLETENESS:** If a procedure requires that a police officer do several things, make certain the correct answer ensures that all those things can be done. However, if the question is just focusing on a few things or on a series of many, make sure the correct answer does not eliminate the possibility of the events taking place.

B. Techniques for questions pertaining to interpreting a law: The second type of Deductive Reasoning question will provide you with a definition of a police-related term (usually a crime) and ask you to interpret the term with respect to a specific police-related situation. Similar to questions based on police department procedures, these questions require great attention to detail. You must carefully analyze the definition of a crime.

ANALYZE THE DEFINITION: The definition of a crime usually has several parts. Each part is referred to as an "element" in the definition. The elements are like the pieces of a puzzle; all the elements must be present to assert a crime has occurred. If any one of the elements is missing, then by definition the particular crime has not been committed.

1. There are usually several essential elements in a legal definition. The definition must be broken down into these separate elements. Then one must check to see if the elements apply to the case. The elements must be compared to the case on a one-by-one basis.

2. Break up the definition using one or more of the following techniques.
 - a. Use slash marks to separate the elements of a legal definition.
 - b. Underline key words in the definition.
 - c. Be attentive to the key words AND and OR.
 - The word, “AND” means that one element must be present in addition to another for the crime to be present.
 - The word, “OR” means there is a choice of situation; only one of the choices must be present for the crime to be committed.

EXAMPLE: Consider the following definition. *Disorderly conduct* is the act of an individual engaging in fighting or violent, tumultuous or threatening behavior with the intent to cause public inconvenience, annoyance or alarm or by recklessly creating a risk thereof.

Use of slash marks: Disorderly conduct is / the act of an individual engaging in fighting or violent, tumultuous or threatening behavior/ with intent to cause public inconvenience, annoyance or alarm or by recklessly creating a risk thereof.

Use of underlining key words by asking yourself:

- Is it necessary to intend public inconvenience, annoyance or alarm? No. The definition says, “...intent to cause... or recklessly create a risk thereof.”
- Is it necessary to be fighting? No. The definition says, “...engaging in fighting or violent, tumultuous or threatening behavior...”

Try using the techniques with the practice question below.

Practice Question: Answer this question solely on the basis of the definition given below.

Criminal Mischief - The crime of criminal mischief is committed when (1) a person intentionally damages property belonging to another and the amount of the damage is \$250 or more; or (2) a person intentionally damages property in any amount by means of an explosive.

According to the definition given above, which of the following represents the best example of criminal mischief?

- A. Frank is playing baseball with his pals when he hits a ball that breaks the \$2,000.00 window of Ford Motors.
- B. Tony is chopping down a tree in his backyard. The tree falls the wrong way and gets the neighbor's house, causing \$3,500.00 worth of damage.
- C. Harold gets mad after an argument with his wife and throws his \$600.00 television through the \$200.00 picture window of his house.
- D. Lloyd decides to get even with a neighbor and throws an M-80 firecracker on his neighbor's porch on Halloween night. The only damage is to his neighbor's mailbox, about \$15.00.

Explanation of Example Question: Choice D is the correct answer. Intentional damage using explosives fits part 2 of the Criminal Mischief definition. Choices A and B are incorrect because there was no intent in either case to damage property (the window or the house, respectively). Choice C is incorrect because, although there was intent, no explosives were used AND the amount of damage to property belonging to another did not exceed \$250.00.

Sample Test Questions: Record your answers to the two following questions on the Sample Test Answer Sheet on page 9.

13. Use ONLY the definitions provided below to answer this question.

Aggravated Burglary - The crime of aggravated burglary is committed when an individual trespasses by force or deception into an occupied structure with intent to commit a theft or felony. Also, during the trespass, the individual must harm another or carry a deadly weapon.

Burglary - The crime of burglary is committed when an individual uses force or deception in order to trespass in an occupied structure with intent to commit a felony or theft.

Breaking And Entering - The crime of breaking and entering is committed when an individual, intent on committing a theft or felony, trespasses in an unoccupied structure by force or deception.

Consider the following situation: A janitor enters a busy office building, identifies himself as a janitor, and begins cleaning. While cleaning one office, he notices an appointment book on the floor. When he mops, he picks up the book and places it in his pocket while he finishes the job. Once completed, he leaves the building. It turns out that this janitor was really one of the competitors of the company occupying the building and that he planned to take any documents he could get.

Given the definitions described above, this scenario is best categorized as:

- A. aggravated burglary.
- B. burglary.
- C. breaking and entering.
- E. none of the above.

14. The following dress code guidelines apply to Police Officers. Consider only the information presented here when answering the question.

1. The Antron Jacket will be worn for outside duty during the months of November through February and whenever the temperature is expected to drop below 55 degrees.
2. The Eisenhower Jacket shall be worn for outside duty during the months of March, April, May, September, and October only if the temperature is below 65 degrees. Officers with the rank of Captain or higher may wear the Double Breasted Blouse instead of the Eisenhower Jacket.
3. A navy blue long sleeve uniform shirt shall be the standard to be worn with the jackets. All individuals at the rank of Captain or above will substitute a white shirt.
4. The short sleeve shirt may be worn whenever the temperature is to rise above 70 degrees during the months of May through September.
5. Officers assigned to indoor duty may also substitute the short sleeve shirt for the long sleeve shirt.
6. Regulation trousers shall be worn. The black trouser braid or stripe shall be worn by individuals at the rank of Lieutenant and above.

Typical Police Officer Ranks (from highest to lowest):

Police Chief
Deputy Chief
Captain
Lieutenant
Sergeant
Police Officer

Consider the following circumstance: The temperature for the day is expected to stay right around 60 degrees. The date is September 15th. According to the regulations outlined above, Captain Cross would be dressed appropriately for outside duty if he wore:

- A. an Eisenhower Jacket, a white long sleeve shirt, and regulation trousers with a black stripe.
- B. a Double Breasted Blouse, a navy blue long sleeve shirt, and regulation trousers.
- C. an Antron Jacket, a white long sleeve shirt, and regulation trousers with a black braid.
- D. a Double Breasted Blouse, a white short sleeve shirt, and regulation trousers with a black braid.

8. Inductive Reasoning

Definition: This is the ability to find a rule or concept that describes a situation or explains a series of events that might initially seem to be unrelated. In finding a rule or principle that fits a situation or series of events, you are drawing on your ability to reason from the specific to the general. An example of this might be coming upon an accident scene and correctly describing what must have happened from the position of the cars, the skid marks, and the road conditions. In addition, this ability involves understanding how a string of objects or events might be connected. An example might be recognizing that the same objects or events apply to a series of burglaries or purse snatchings. This might also include examining a logbook over a period of days in order to see if there is some pattern that can be found for a series of events.

Techniques: Inductive reasoning requires that you notice something common among a series of events or objects. In order to do this, you have to be able to identify the details that are important to answering a question. The majority of questions for inductive reasoning will require that you start with a reading passage and then answer the questions. The questions may ask you to identify which parts of the passage are similar or different. For example, a description of the perpetrator from four different rape incidents is presented and you will be asked to determine which incident, if any, might have been committed by the same person. In this case, compare the four descriptions, point-by-point, and to note differences that would rule out the same person. For example, if one rape was committed by a heavy white male, average height, you might find it useful to set up a table for keeping track of the suspects' characteristics being compared. The question would be "Are they the same or different?" In the case of the male suspects, the table might look like this:

*****Suspect Description*****						
Incident	Height	Weight	Race	Age	Hair Color	
1	5'10"	160	W	30	Chestnut	
2	5'3"	120	W	16	Brown	
3	5'8"	155	B	26	Black	
4	5'9"	170	W	35	Gray	

Looking at this table, you can be pretty sure that the perpetrator in incident #3 was not involved in incidents #1, #2, or #4 since the suspect was described as Black and the others are White. Also, the suspect in incident #2 was probably not involved in #1 or #4 because he is not of average height (i.e., 5' 3") and the other two perpetrators are described as average in height. This means that incidents #1 and #4 could have been committed by the same person based on the remaining descriptive characteristics (i.e., estimated height, weight, and age).

Remember, when you are reading the question, underline key or important information. This might include time of day, a color of clothing or the physical characteristics of a suspect. Making notes in your test booklet may help you narrow your choices. When considering the example on the next page, construct a table similar to the one above.

Example: Police Officer Crawford received a series of reports from several people who were mugged in the early evening as they were exiting from the Spruce Street subway station. The description of each suspect is as follows:

Report No. 1 (November 16): Male, White, early 30s, 5'10", 180 pounds, dark hair, mustache, one gold earring, blue jeans, black jacket, running shoes.

Report No. 2 (November 20): Male, White, 25-30, 5'6", 120 pounds, dark hair, dark glasses, one gold earring, blue jeans, green sweat shirt, running shoes.

Report No. 3 (November 21): Male, White, 40-45, 5'10", 130-140 pounds, dark hair, mustache, one gold earring, blue jeans, black jacket, running shoes.

On November 23rd, another person was mugged by a male who was loitering near the subway station exit. The clerk selling tokens witnessed the mugging, called 911, and the male was apprehended two blocks away. The description of the suspect is as follows:

Report No. 4 (November 23): Male, White, 25-30, 5'10", 175 pounds, dark hair, mustache, blue jeans, black jacket, green ski cap, boots.

Based on the description of the suspects in the first three reports, the suspect in Report No. 4 should also be considered a suspect in:

- A. Report No. 1, but not in Report Nos. 2 or 3.
- B. Report Nos. 1 and 2, but not in Report No. 3.
- C. Report Nos. 2 and 3, but not in Report No. 1.
- D. Report Nos. 1, 2, and 3.

Explanation of Example Question: After setting up a table with the characteristics of the four reports, similarities are easily identified. In addition, the critical dimensions can be identified. The important differences center around three characteristics -- age, height, and weight. Report No. 4 does not match Report No. 2 because the muggers differ substantially with respect to height and weight. Report No. 4 does not match Report No. 3 because the muggers differ substantially with respect to age and weight. Report No. 4 does closely match Report No. 1. Using this information, the correct answer is A.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet on page 9.

15. Police Officer Thompson has noticed that in the district of the city that he patrols, all of the assaults occur in the eastern and northern sections, all of the auto thefts occur in the southern and western sections, and all of the traffic accidents occur in the western section.

The majority of the auto thefts take place between 3 a.m. and 7 a.m. Most of the traffic accidents occur either between 7 a.m. and 9 a.m. or between 5 p.m. and 8 p.m. Most of the assaults occur between 7 p.m. and 9 p.m. or between 11 p.m. and 4 a.m.

In addition, the traffic accidents almost always occur on Mondays and Fridays, the assaults take place on any day from Wednesday through Saturday, and auto thefts typically take place on weekday mornings.

Police Officer Thompson would be most likely to reduce the number of assaults by patrolling the:

- A. eastern section between 5 a.m. and 1 p.m.
 - B. western section between 10 p.m. and 6 a.m.
 - C. eastern section between 11 a.m. and 7 p.m.
 - D. northern section between 5 p.m. and 1 a.m.
16. During the first half of the month of May, Police Officer Riggins received a series of reports from people who were mugged outside the South Side Shopping Plaza. The description of each suspect appears below:

- #1 (May 7) - male, Black, early 20s, 5'9", 170 lbs., black hair, tattoo on his upper arm, blue jeans and T-shirt.
- #2 (May 13) - male, Black, 20-26, 5'10", 175 lbs., black hair, tattoo on left hand, tank top, jeans, and sneakers.
- #3 (May 15) - male, Black, late teens, 5'11", 190 lbs., brown hair, snake tattoos on both upper arms, and red tank top.
- #4 (May 20) - male, Black, 17-21, 6'1", 210 lbs., brown hair, brown pants, a three-quarter length sleeve shirt, and no jewelry.
- #5 (May 21) - male, Black, 16-20, 6'7", 230 lbs., black hair, an earring in the left ear, blue jeans, and a tank top.

Officer Riggins referred to this information when examining the incident described below.

On June 3rd, a Black male was arrested near the Plaza. In the description that led to the arrest, a witness described the suspect as a Black male who looked about 23 years old. He was about 5'10" tall and weighed about 180 lbs. He had black hair, a tattoo of a cobra on his bicep, a muscle shirt, and blue jean cut-offs.

Based on this description and the information from the five incidents that occurred in May, this suspect should also be considered a suspect for incident number:

- A. 1.
- B. 2.
- C. 3.
- D. 5.

9. Information Ordering

Definition: This is the ability to apply rules to a situation for the purpose of putting the information in the best or most appropriate sequence. An example might be arranging the importance of certain activities in a traffic accident or domestic dispute. In order to use this ability, rules or instructions must exist for the person to know what is the correct order of information. For example, in a first aid situation, the officer must have been instructed about or have access to a set of instructions concerning what should be done first, second, third, etc. This ability also involves the application of specified sequences or procedures to a given situation. This ability would come into play particularly when deciding which set of procedures to follow first and which to follow next, as would be the case in a traffic accident on a busy street when a serious injury was involved. The officer might have to weigh traffic backup against first aid requirements.

Techniques: These questions usually start off with the relevant rules, procedures, or other questions of information. In some instances, procedures are presented in the order in which they must be performed. Applicants are then given a specific set of events and asked to identify the next step that must be followed. Such questions require you to closely follow the sequence of procedures presented in the initial passage.

Example: Upon arrival at the scene of a person needing medical aid, a police officer should do the following in the order given:

1. Render reasonable aid to the sick or injured person.
2. Request an ambulance or doctor, if necessary.
3. Notify the Radio Dispatcher if the person is wearing a Medic-Alert emblem, indicating that the person suffers from diabetes, heart disease, or other serious medical problems.
4. Wait to direct the ambulance to the scene or have some responsible person do so.
5. Make a second call in 20 minutes if the ambulance does not arrive.
6. Make an Activity Log entry, including the name of the person notified regarding the Medic-Alert emblem.

While on foot patrol, Police Officer Grayson is approached by a woman who informs the Police Officer that an elderly man has just collapsed on the sidewalk around the corner. Police Officer Grayson, while offering aid, notices that the man is wearing a Medic-Alert emblem indicating heart disease. Police Officer Grayson now requests an ambulance to respond. The next step the police officer should take is to:

- A. wait for the ambulance to arrive.
- B. have a responsible person direct the ambulance to the scene.
- C. place a second call for the ambulance after 20 minutes.
- D. inform the Radio Dispatcher of the Medic-Alert emblem.

Explanation of Example Question: The correct answer is choice D. There are two key points to this question. First, the last step completed by Officer Grayson was to request an ambulance (step 2). Second, the next step is a conditional one. The radio dispatcher is notified only if "the person is wearing a Medic-Alert emblem." According to the description of the incident, prior to calling for the ambulance, Grayson "notices that the man is wearing a Medic-Alert emblem." Thus, the next step would be number 3 (as indicated by choice D). Choices A, B and C are incorrect because they correspond to steps 4 and 5, respectively.

In other Information Ordering questions, the initial items of information may be presented out of order and applicants may be asked to arrange the information in the most logical order. Sometimes it is just a matter of arranging information in the correct time order. At other times, it may be arranging information in order of importance.

Example: When firearms are located at a crime scene, there is a specific set of procedures that should be performed in sequence before the firearm is removed from the scene. These procedures are listed below. (These procedures have NOT been listed in the correct order.)

1. Note the position of the hammer and whether the safety latch is on or off.
2. Unload weapon, if possible, to ensure safe transportation.
3. Place each recovered spent cartridge separately in an envelope or box.
4. Carefully transport weapon, cartridges, and cartridge casings to the lab for analysis.
5. Photograph the weapon close up and sketch each cartridge case position.
6. Wrap recovered cartridges in tissue paper.

The above procedures should be performed in the following order:

- A. 2, 6, 3, 5, 1, 4.
- B. 1, 5, 2, 6, 3, 4.
- C. 5, 4, 1, 6, 3, 2.
- D. 5, 1, 3, 6, 2, 4.

Explanation of Example Question: The correct answer is choice B. To determine the correct answer, the procedures must be listed in the correct time sequence. Procedures 2, 3, 5 and 6 deal with the handling of the cartridges (or cartridge casings) that are either in the weapon or ejected to the ground. In terms of these four tasks, 5 must occur before 2, 2 before 6, and 6 before 3. In other words, you must sketch the cartridge positions before unloading cartridges from the gun. Once cartridges are recovered, they are then placed in a separate envelope or box. The only answer with the 5, 2, 6, 3 sequence is choice B.

The approach recommended for these types of questions is similar to the approach recommended for the second type of Verbal Expression question. That is, put in order only as much information as you need to answer the question. Do not try to put all of the pieces or items of information in correct order. You could be wasting valuable time doing this because you usually do not need to put all of the steps in order to identify the correct answer. Consider only the order shown in each of the answer choices. Go through the answer choices one by one. Examine each answer choice only as far as the point where you find it to be wrong. Then proceed to the next response answer choice.

If you are not sure which item should be first on the list, you may find it easier to note which item should be last. This will help you considerably in eliminating obviously wrong choices. If you do not know which should be first or last, then go by what you know for sure. In other words, even if you do not know the proper order of all of the items, or which item should come first or last, you may know that one of the items should come after another. If so, you may be able to choose the correct answer by using just those two items to answer the question. Once you have made some decisions about the order of the information, go through the answer choices one by one. Examine each one only as far as the point where you find it to be wrong. Then go on to the next possible answer. THE KEY TO REMEMBER IS THAT YOU DO NOT NEED TO KNOW THE CORRECT ORDER OF ALL OF THE ITEMS TO ANSWER THESE QUESTIONS.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet on page 9.

17. The technique for dusting for fingerprints involves the following procedures: (These techniques are presented in the correct order).
1. Choose a powder color in contrast with the surface to be dusted.
 2. Dip a brush into the powder and work the powder into the fibers of the brush.
 3. Lift the brush out of the powder, checking to make sure there isn't too much powder on the brush.
 4. Holding the brush lightly, shake a light dusting of powder onto the suspected area.
 5. If a light pattern shows up, brush more powder into the pattern lightly with the flow of the ridges.
 6. Lightly clean up the pattern by brushing excess powder out of the voids between the ridges to define the print.
 7. Photograph the impression and proceed to lift the impression with transparent tape.

An officer has followed correct procedure when dusting for fingerprints and finally notices a pattern emerging. The next step the officer should do is:

- A. follow along the pattern with additional powder on the brush.
 - B. shake a light dusting of powder over the entire area.
 - C. shake the brush lightly to make sure there is no excess powder on it.
 - D. try to define the print by brushing excess powder out of the voids.
18. When a prisoner is brought in to be booked, a basic search is conducted. The steps involved in a search are listed below: (These steps are NOT presented in the correct order.)
1. Lower both of your hands to the base of the prisoner's neck and proceed with the search by covering the chest, stomach, and back.
 2. Have the inmate empty all pockets in trousers, shirt, coat, and jacket.
 3. Be sure no other inmates are in the room when the search takes place.
 4. From the waistline, proceed down the legs, using both hands on one leg, then the other.
 5. Have the inmate stand facing a wall with his back to you, legs spread, and arms extended straight out.
 6. From behind, using both hands, start at the forehead and run your fingers or a comb through the inmate's hair.

The above procedures should be performed in the following order:

- A. 2, 1, 4, 3, 5, 6.
- B. 3, 5, 2, 6, 4, 1.
- C. 3, 2, 5, 6, 1, 4.
- D. 3, 5, 4, 2, 6, 1.

B. SAMPLE TEST QUESTIONS: ANSWERS//EXPLNATIONS

The answers to the Ability Areas sample test questions are listed below. Explanations of the answers follow this list.

1. A	4. B	7. B	10. A	13. B	16. A
2. C	5. D	8. C	11. B	14. A	17. A
3. A	6. C	9. C	12. A	15. D	18. C

Memory questions - 1 and 2. These questions are based on the memory picture provided. The answers can be explained by looking back at the memory picture.

Visualization questions - 3 and 4.

3. The correct answer is choice A. All critical features match the features of the suspect. In addition, all other answer choices have at least one critical difference.

Choice B is incorrect because the nose is too high on the face (resulting in too much space between the nose and mouth) AND the features on the neck are different.

Choice C is incorrect because the lips are not only bigger, but also shaped differently AND there are two distinct lines between the upper lip and the bottom of the nose.

Choice D is incorrect because both the ears AND the nose are shaped differently than the suspect's ears and nose.

4. The correct answer is choice B. Although the truck has been painted a darker color and a bed cap has been added, the body of the truck matches the picture of the vehicle used in this crime. All of the other answer choices have at least one discrepancy that could only have occurred as a result of bodywork to the truck.

Choice A is incorrect because the bed of the truck is too long.

Choice C is incorrect because the truck has a high back end that extends to the top of the cab, similar to a rental truck.

Choice D is incorrect because the vehicle also has a high back end that includes an extra door and window, resembling a Range Rover or Suburban type vehicle.

Spatial Orientation questions - 5 and 6.

5. Choice D provides the only route to the incident without breaking any traffic law.

Choice A is incorrect because it suggests the candidate travel in the wrong direction (i.e., east) on High.

Choice B is incorrect because it suggests the candidate travel in the wrong direction (i.e., west) on Garfield.

Choice C is incorrect because it suggests the candidate travel in the wrong direction (i.e., west) on Garfield AND (that is, east) on High.

6. The correct answer is Choice C, Broad and Tucker Streets. Beginning from Oak and Jefferson, you travel north 1 block to Jefferson and Market. Then, travel west 4 blocks to Market and Spruce, north 2 blocks to Spruce and Stover, and east 5 blocks to Stover and Broad. Finally, you travel south 1 block to Broad and Tucker.

Verbal Expression questions - 7 and 8.

7. Choice B is the correct answer. It correctly reflects the two roles police play in problems of domestic violence: 1) handling a conflict that disturbs the neighbors; AND 2) stopping crime before it starts. Although answer choices A, C, and D do relate (in varying degree) to other aspects of police involvement in domestic violence issues, none of these aspects are directly mentioned in the information in the question and none include the notion of the dual roles of the police.
8. The correct answer is choice C. To identify the correct order, the sentences for the report need to be ordered into the proper time sequence. The clearest clues involve sentences 4 and 2.
Sentence 4 begins "On arrival..." Therefore, sentence 4 must separate the actions that occurred prior to the arrival at the scene from those events occurring after the arrival. Sentence 2 is the only statement regarding actions prior to arrival, that is, getting the call. Thus, sentence 2 must occur first and be followed by sentence 4. Only answer choice C begins with the sequence 2, 4. In addition, the rest of the sequence (5, 1, 3) is also appropriate.

Verbal Comprehension questions - 9 and 10.

9. Choice C is the correct answer. As stated in the passage, "The owner of the home had reported a robbery..."AND"... that the suspects were in the home at the time of their arrival." Although the information in the passage does not indicate the exact number and type of questions taken from the Corneal home, Officers Lucas and Gentry did determine that the robbers concentrated their efforts on the exotic gun collection, the antique jewelry collection, and the areas of the house that typically contain money. Therefore, answer choice A is incorrect because it states that nothing was stolen; answer choice B is incorrect because the wrong questions are listed; and answer choice D is incorrect because there was no mention of money being stolen from the kitchen.
10. Choice A is the correct answer. Officer Reigner was the officer who "requested the names of the companies and the services they performed."
Choice B is incorrect. Mr. Corneal seemed to answer all of the officers' questions.
Choice C is incorrect because Officers Lucas and Gentry searched the home. Officer Baker assisted with the questioning of the owners.
Choice D is also incorrect. The robbers were reported to have fled the scene in a dark blue sedan, not a dark blue van.

Problem Sensitivity questions - 11 and 12.

11. Choice B is the correct answer. The driver submitted to the blood alcohol test and scored below the legal limit. According to guideline 3, under these conditions, "the operator's license SHALL NOT be confiscated." Officer Kelley did take the operator's license and that was problematic.

Given the fact that there was a problem with the license (choice B), choice A is incorrect.

Choice C is incorrect because the original guidelines did not mention any need for a witness to the field tests.

Choice D is incorrect because (according to guideline 4) even if a violator passes the blood alcohol test, "the violator can still be charged with driving under the influence, if the officer can justify the charge through the use of field tests." Both conditions have been met since Kelley's citations included driving under the influence AND failing the field tests.

12. Choice A is the correct answer because witness #1 gave the only inconsistency between the various accounts. There is agreement that there were two males with similar builds (about 6' tall and 180 lbs.). In addition, from all accounts, the first robber had dark hair, jeans, a leather jacket, sunglasses, tennis shoes and spoke AND the second robber had jeans, a red jacket and tennis shoes. The only difference is witnesses #2, #3 and #4 state that the second robber's face was hidden by a ski mask/stocking cap. Witness #1 not only failed to mention the mask but also was the only witness who claimed that this individual had blonde hair. All other details were confirmed by at least two of the four witnesses.

Deductive Reasoning questions - 13 and 14.

13. Choice B is the correct answer. When comparing these three crimes, the common elements are: 1) trespassing by force or deception; AND 2) intent to commit a theft or felony. This individual did both by the use of deception to gain entry and his plan to "take any documents he could get." Because none of the definitions describe any exceptions if items are found on the floor, choice D is incorrect. Choice A is incorrect because there was no mention that the intruder harmed another OR carried a deadly weapon. Choice C is also incorrect because the structure was occupied. (Upon entering the building, the individual "identified himself..." to someone else in the building "...as a janitor.")
14. Choice A is the correct answer. Based on the Captain's work situation and the date and temperature, Captain Cross may wear either the Eisenhower Jacket or the Double Breasted Blouse, a white long sleeved shirt, and regulation trousers with either the black trouser braid or stripe.

Choice B is incorrect because, according to guideline 3, a Captain "will substitute a white shirt" for the navy blue long sleeved shirt.

Choice C is incorrect because, according to guideline 1, it is too early in the year (September) and too warm (60 degrees) to justify wearing the Antron Jacket.

Choice D is incorrect because, according to guidelines 4 and 5, the Captain CANNOT wear the short sleeved shirt because the temperature is too cold (60 degrees) and the Captain is serving outside duty.

Inductive Reasoning questions - 15 and 16.

15. Choice D is the correct answer. It includes both an appropriate section of the city and an appropriate time of day. When examining the choices, the answer choices include the section of the city and the time of day. There is no indication of the day of the week. Thus, the information in paragraph 3 is irrelevant to this decision. According to the first two paragraphs, assaults occur "in the eastern and northern sections" and "between 7 p.m. and 9 p.m." OR "between 11 p.m. and 4 a.m." Choice B is incorrect because it is the

wrong section of the city for assaults. Choices A and C are incorrect because they do NOT include any of the hours of the day when assaults are more likely to occur.

16. Choice A is the correct answer. To answer this question it is helpful to create a table with all of the various features for incidents 1, 2, 3 and 5 (4 is NOT one of the answers) and for the June 3rd incident. Using this method, the other three answer choices can be eliminated. Choice B is incorrect because the only tattoo is on the left hand, not on the bicep. Since this suspect had on a tank top, a cobra tattoo on the arm would be hard to miss. Choice C is incorrect because the suspect's hair is brown, not black. Choice D is incorrect because the suspect is too tall and heavy (6'7" and 230 lbs.).

Information Ordering questions - 17 and 18.

17. The correct answer is choice A. The key phrase in this question is "finally notices a pattern emerging." Procedure number 5 reads "If a light pattern shows up,..." the next step is to "...brush more powder into the pattern lightly with the flow of the ridges." Choices B, C and D are incorrect because they correspond to procedures 4, 3 and 6 respectively.
18. The correct answer is Choice C. To determine the correct answer, the procedures must be listed in the correct time sequence. Procedures 2, 3 and 5 deal with the preparation for the search and procedures 1, 4 and 6 deal with the actual search. In terms of the last three tasks, 6 must be first because it instructs the officer to "start at the forehead." Procedure 1 must be next because it states: "Lower both of your hands to the base of the prisoner's neck and proceed..." Procedure 4 is the continuation of procedure 1 since the officer finishes #1 at the mid-section and begins #4 at the waistline. Choice C is the only one ending with the sequence 6, 1, 4 AND having the appropriate order for the initial three procedures (3,2,5).

SECTION III: PRACTICE EXAMINATION

A. PRACTICE EXAMINATION INSTRUCTIONS

This part of the *Guide* contains a Practice Examination consisting of 20 questions that are very similar to the questions that will appear on the actual examination. We recommend you take this Practice Examination just as if you were taking the actual examination. Also, read and study the entire *Guide* before you begin.

Use the blank answer sheet on the next page to record your answers to the Practice Examination.

After you have finished this Practice Examination, compare your answers and review the explanations to those in the Answer Key and Explanations section that follows the Practice Examination. Also, complete the *Error Analysis Form* for the Practice Examination. For the questions that you did not answer correctly, review the section on Error Analysis and determine why you chose the incorrect answers.

Before you start the Practice Examination, read the following instructions carefully:

Have a friend or family member time you. When he or she says the word "Go," turn to the page after the answer sheet. The memorization picture that you must study before beginning the Practice Examination appears on this page. You will have five minutes to study this picture. When the person timing you says the word "Stop," close the *Guide* and spend the next five minutes recalling or thinking what you studied. You should not take any notes or write on the picture during the five-minute study and recall/review period, but you may use your finger to draw imaginary circles around and imaginary lines under key parts of the picture. After you have spent five minutes studying the picture and five minutes thinking about the picture, begin the examination. When the person timing you says the word "Begin," open the *Guide* to the Practice Examination section and begin answering the Practice Examination questions.

The first five questions relate to the memorization picture you will have just studied. Do not look back at the picture while answering these questions. Allow yourself 30 minutes to complete the Practice Examination. (This does not include the 10 minutes you will take to study and think about the memorization picture.) When the person timing you says the word "Stop," close the *Guide*. After you have completed the Practice Examination, check your answers against the answer key and analyze your errors using the explanations and *Error Analysis Form*.

DO NOT PROCEED TO THE PRACTICE EXAMINATION STARTING ON THE PAGE AFTER THE ANSWER SHEET UNTIL YOU ARE READY TO TAKE IT!

EXAMINATION NUMBER →

DO NOT WRITE IN THIS BLOCK

RECORD INFORMATION BELOW COMPLETELY

PRINT NAME (LAST, FIRST, MI)

BIRTHDATE

MONTH DAY YEAR MONTH DAY YEAR

SIGNATURE

SOCIAL SECURITY NO.

ANSWERS COMPLETELY

ANNOUNCEMENT NO.

SEX

☐ M ☐ F
☐ RACIAL-ETHNIC IDENTIFICATION
☐ WHITE
☐ BLACK
☐ HISPANIC
☐ ASIAN-AMER.
☐ AMER. INDIAN

RESPONSES TO THESE QUESTIONS ARE VOLUNTARY

Human Resources Division

Practice Examination Answer Sheet

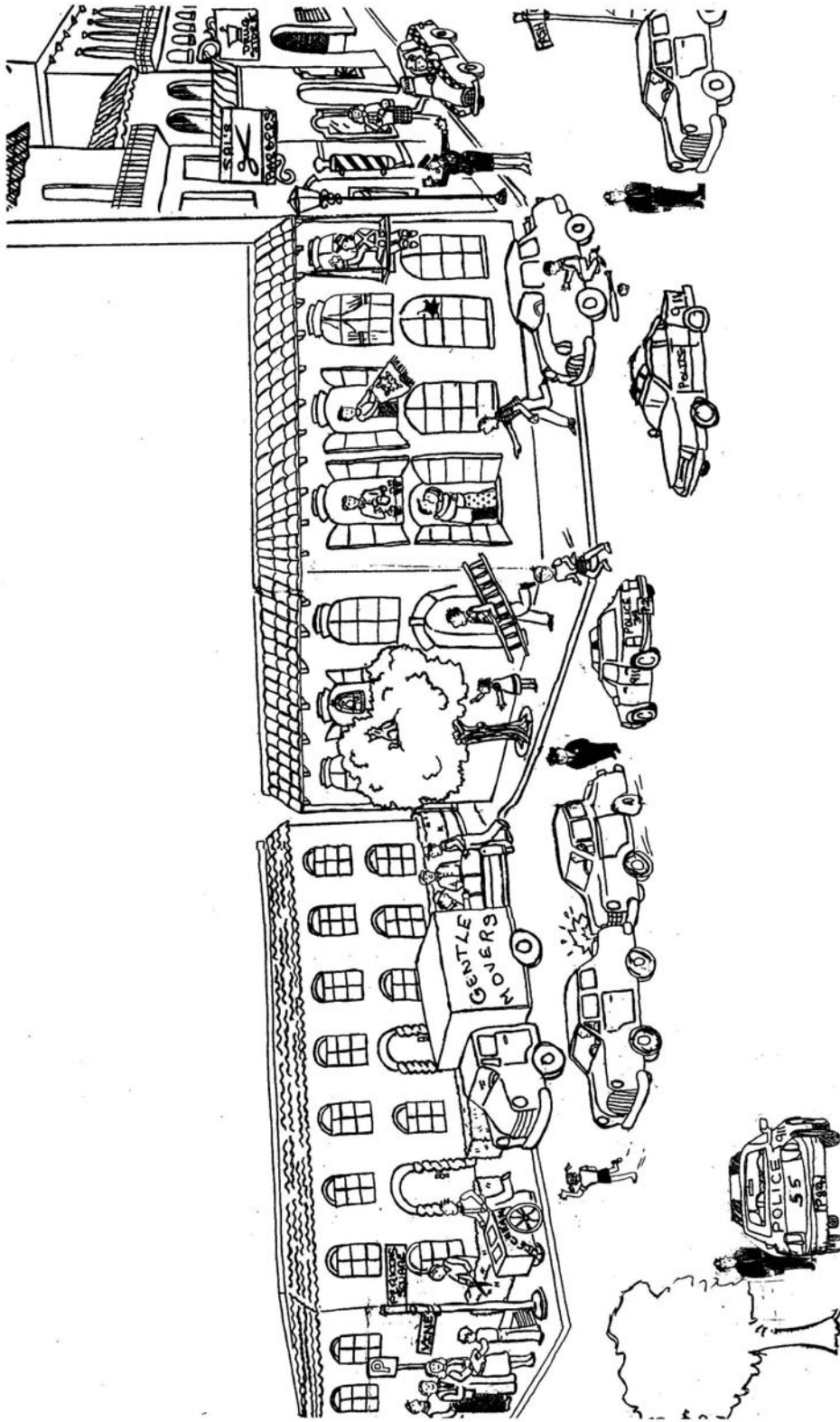
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120

- DIRECTIONS**
1. Use ONLY No. 2 pencil to fill out this form.
 2. Erase errors completely and clearly.
 3. Do not make stray marks on form.

Acceptable marks: ●●●●●

Unacceptable marks: ○ ●●●●●

[Click here for larger view of image](#)



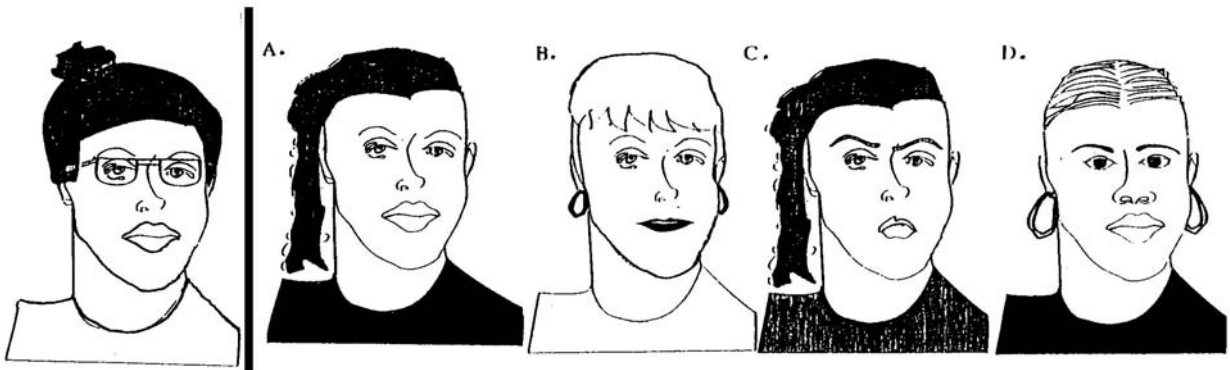
B. PRACTICE EXAMINATION QUESTIONS

DO NOT LOOK AT THIS PRACTICE EXAMINATION UNTIL YOU HAVE REVIEWED THE *GUIDE*, FOLLOWED THE PRACTICE EXAMINATION INSTRUCTIONS, AND ARE READY TO TAKE THE EXAMINATION.

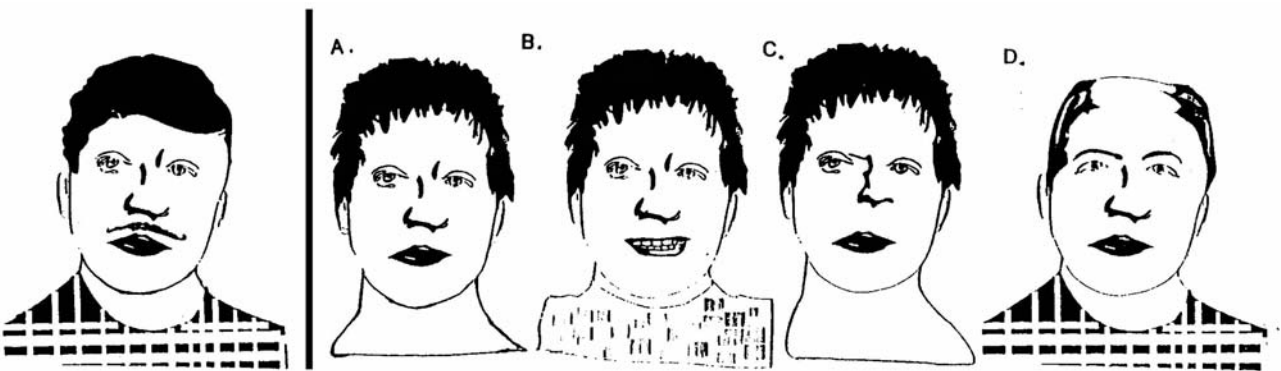
Consider the picture you have just studied when you answer questions 1 through 5. DO NOT LOOK BACK AT THE PICTURE.

1. How many police vehicles are there in the scene?
 - A. 2.
 - B. 3.
 - C. 4
 - D. 5.
2. Where does the major incident occur?
 - A. On Ash Street.
 - B. In Perkins Square.
 - C. On Vine Street.
 - D. In front of Sal's Barber Shop.
3. As far as can be determined, the major incident involves:
 - A. a car and a truck.
 - B. a car and a police vehicle.
 - C. two cars.
 - D. a car and a building.
4. The name on the moving truck in the scene was:
 - A. Giant Movers.
 - B. E-Z Movers.
 - C. Gentle Movers.
 - D. Prime Movers.
5. The license plate numbers of the police vehicles in the scene all begin with the letter:
 - A. J.
 - B. K.
 - C. P.
 - D. S.

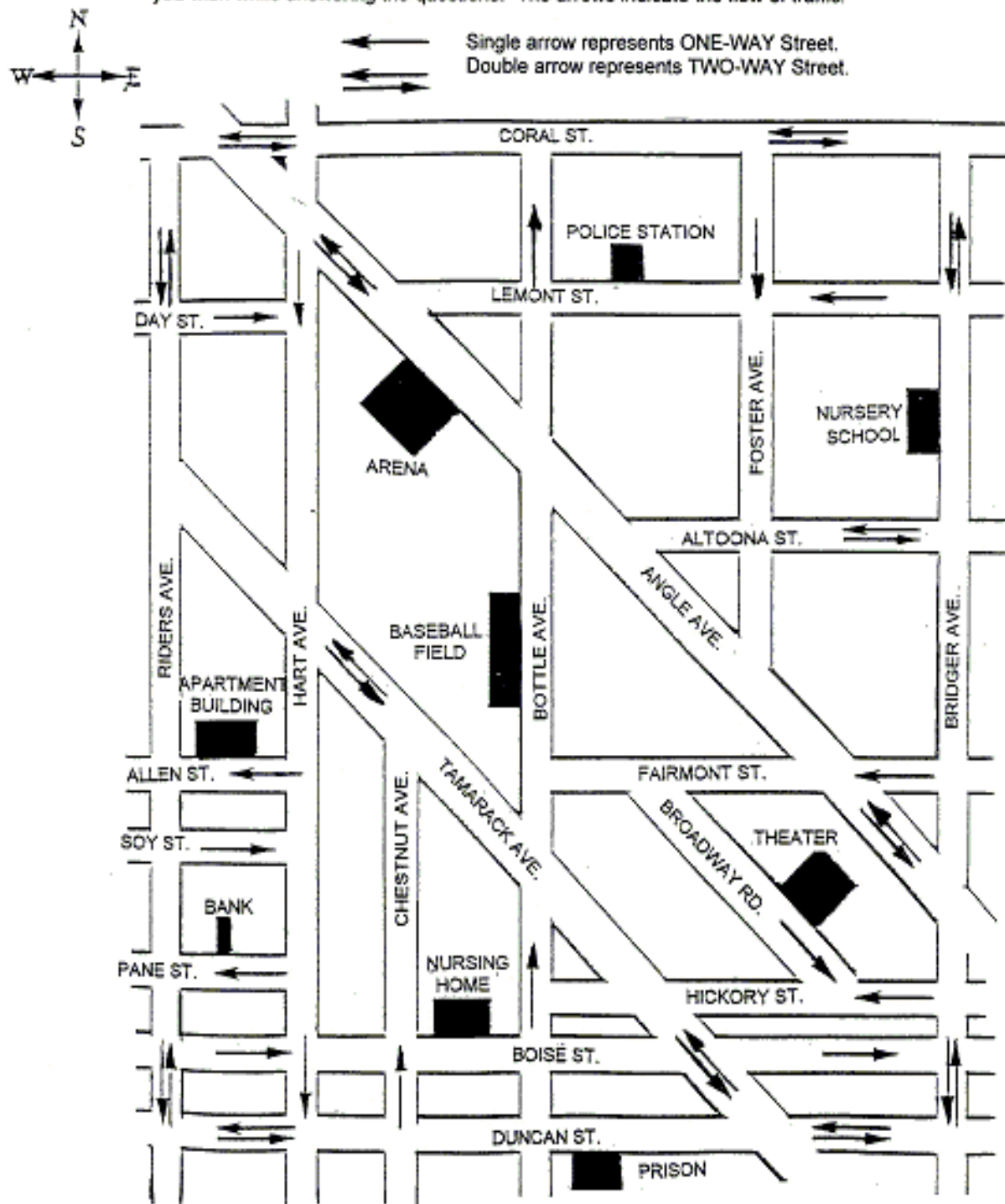
6. Answer this question on the basis of the following sketches. The sketch appearing to the left of the bolded line represents the face of an alleged criminal, based on witnesses' descriptions at the crime scene. One of the four sketches to the right of the bolded line represents the way the suspect looked after changing his/her appearance. Assume that NO surgery has been conducted on the suspect. Select the sketch that most likely represents the face of the suspect.



7. Answer this question on the basis of the following sketches. The sketch appearing to the left of the bolded line represents the face of an alleged criminal, based on witnesses' descriptions at the crime scene. One of the four sketches to the right of the bolded line represents the way the suspect looked after changing his/her appearance. Assume that NO surgery has been conducted on the suspect. Select the sketch that most likely represents the face of the suspect.



NOTE: Use the map below to answer questions 8 and 9. You may refer to the map as often as you wish while answering the questions. The arrows indicate the flow of traffic.



8. You are on duty patrol at the nursery school and you are dispatched to investigate a break-in at the apartment building. According to the map on the preceding page, the MOST DIRECT route to the apartment building from the nursery school, without breaking any traffic laws, is as follows:
 - A. travel north on Bridger, west on Coral, south on Hart, and west on Allen to the apartment building.
 - B. travel north on Bridger, west on Coral, south on Riders, and east on Allen to the apartment building.
 - C. travel south on Bridger, west on Fairmont, south on Bottle, northwest on Tamarack, south on Hart, and west on Allen to the apartment building.
 - D. travel south on Bridger, west on Duncan, north on Hart, and west on Allen to the apartment building.

9. You are a patrol officer finishing up a report at the police station, when you are dispatched to investigate a riot on the baseball field. According to the map on the preceding page, the MOST DIRECT route to the baseball field from the police station, without breaking any traffic laws, is as follows:
 - A. travel east on Lemont, south on Bridger, west on Fairmont, and north on Bottle to the baseball field.
 - B. travel west on Lemont, southeast on Angle, west on Fairmont, and north on Bottle to the baseball field.
 - C. travel west on Lemont, north on Bottle, west on Coral, south on Hart, southeast on Angle, and south on Bottle to the baseball field.
 - D. travel west on Lemont, southeast on Angle, south on Bridger, west on Boise, and north on Bottle to the baseball field.

10. Officer Berrigan is giving an address to a high school class warning of the dangers of drug use. As part of the presentation, Berrigan is stressing the importance of realizing that alcohol is a drug. The most effective way for Officer Berrigan to say this is:
 - A. "If you do drink at a party, make sure that you have a designated driver."
 - B. "Don't drink alcohol unless you are the legal age."
 - C. "When you talk about drugs, you need to realize that alcohol is a drug and can be every bit as harmful to you as illegal drugs like heroin and cocaine."
 - D. "Drugs can kill especially cocaine and heroin. Be careful with alcohol also."

11. Officer Sherman arrived at the scene of a traffic stop to back up Officer Garroway. Officer Garroway had pulled over a car for a broken taillight. After calling in the plate number, Garroway discovered that the owner of the car had missed a court appearance for drunk driving. The most effective way for Officer Garroway to report this information to Officer Sherman is to say:
 - A. "The driver of the car did not go to court."
 - B. "The car owner failed to appear in court for a drunk driving charge."
 - C. "For a drunk driving charge, the driver skipped a court appearance."

D. "The owner of the car failed to appear for his charge of driving while he was blotto."
Directions: Consider only the information contained in the following passage when answering questions 12 and 13.

Reasonable Suspicion:

The reasonable suspicion standard has never been clearly defined. Reasonable suspicion is a lesser level of proof than probable cause, a less stringent analysis, yet it is a level of proof that is far more than just a hunch or a gut feeling. Allowing police officers to stop motorists based solely on "hunches" does not fulfill the reasonable suspicion standard and is an unfounded invasion of an individual's liberty. To permit police officers to make traffic stops based simply on their "hunches" would "leave law abiding citizens at the mercy of the officers' whim or caprice." So while reasonable suspicion generally requires less than probable cause to make a stop, it is not so lenient as to permit any stops. It is based on an officer's observations, and the reasonable inference from which he or she can draw, based on his/her training and experience that lead him/her to believe the suspect is acting on unlawful design. An officer making a stop must be able to "point to specific articulable facts which taken together with rational inferences from those facts reasonably warrant the intrusion."

The United States Supreme Court has invalidated totally random stops of automobiles. Nor do the courts permit officers to rely on a "hunch" that is based on perfectly non-criminal circumstances or characteristics. This practice is exactly what courts should prohibit. However, police officers may stop a motor vehicle when circumstances are beyond the ordinary, even if they are not criminally suspicious. An officer must be able to point to specific, identifiable, objective facts that lead him/her to believe that a person is of unlawful design. Whether specific facts exist to justify the particular traffic stop must be determined from the totality of the circumstances that led the officer to stop the vehicle.

12. According to the information contained in the passage above, it can be concluded that reasonable suspicion:

- A. allows police officers to make random stops on motorists.
- B. requires a far more stringent standard than does probable cause.
- C. is comparable to a hunch or a gut feeling.
- D. exists when an officer is able to point to specific, identifiable, objective facts.

13. According to the information contained in the passage above, which of the following statements is TRUE?

- A. The courts should be prohibiting the use of reasonable suspicion.
- B. Police officers should not stop motorists when circumstances are not criminally suspicious.
- C. The reasonable suspicion standard has never been clearly defined.
- D. Reasonable suspicion puts law-abiding citizens at the mercy of an officer's whim.

14. Officer Kraemer and Officer Marchand were dispatched to investigate a reported disturbance that had taken place between two neighbors. Witnesses at the disturbance gave these statements to the police officers:

Witness #1 - "Andy and Brett were yelling at each other on Brett's front porch. I saw Andy punch Brett hard in the belly. Then Brett, while doubled over from the hit, grabbed a baseball bat from the porch and hit Andy on the back with it."

Witness #2 - "Andy ran over to Brett's house. While Brett was standing on his front porch, Andy began yelling at Brett. Andy began to threaten Brett, and use abusive language toward him. Andy then punched Brett right in the stomach. Brett picked up a baseball bat and hit Andy with it."

Witness #3 - "Andy and Brett fight all the time. This time Andy was pounding on Brett's front door. When Brett came out on the porch to tell Andy to leave before he got hurt, Andy punched him. Brett looked around and grabbed the nearest thing to him, a wooden bat, and hit Andy with it."

Witness #4 - "Brett swore at Andy while Andy was walking by Brett's house. Andy headed toward Brett's yard and just as he got to the porch, Brett swung a baseball bat at him. As Andy tried to flee, Brett threw the bat at Andy and hit him in the back."

Based on the statements above, Officers Kraemer and Marchand should recognize that there is a problem with the account of Witness #:

- A. 1.
- B. 2.
- C. 3.
- D. 4.

Directions: Answer questions 15 and 16 based solely on the information in the rule and case that follow.

Rule of Conduct of Trained Dogs:

Evidence of the conduct of a dog in tracking a suspect has been held to be competent in both civil and criminal cases, providing that the proper foundation has been laid. However, such evidence of competency is admissible merely as circumstantial evidence against a defendant.

To make such evidence admissible, it must be established that the dog has been trained or tested in the tracking of human beings. These facts must be ascertained from the testimony of a person who has personal knowledge of the dog's training and testing.

Before any evidence pertaining to the results of the dog's tracking is admitted, the handler of the dog must testify as to his/her own qualifications and experience as well as to those of the dog, along with an account of the dog's skill and ability to track. The circumstance pertaining to the tracking itself must be shown. It must be established that there was no interference with the dog while it was tracking. Once the proper foundation has been laid, the evidence may be used to identify the accused as the perpetrator, as long as the evidence is corroborated.

Consider the following case:

A suspect was accused of attempting to enter a federally insured bank with intent to commit a felony therein. The officer and the dog, Theseus, assigned to the case had successfully completed a 10-day detection and tracking course. Additionally, both had practiced tracking at least three times a week and had worked on approximately 25 cases. Theseus had also successfully tracked objects and people on hundreds of prior occasions in training and in actual police work.

The officer instructed Theseus to sniff the night deposit box at the bank and to track the individual whose scent was detected on the box. Theseus first led the officer to a path leading into the woods, and then to the location of two burlap bags and copper tubing. A few yards down the path, Theseus motioned it could smell the suspect nearby. As the suspect was then detained by another police officer, the search was halted.

The following morning, after the suspect had been apprehended, the officer and Theseus went to the bank where it sniffed the suspect's trousers and was again instructed to track the scent. Theseus led the officer from the bank into the woods and past the spot where the bags and copper tubing were found. The dog then turned back to where the officer apprehended the suspect at the bank.

15. According to the information given in the rule and case above, it can be concluded that:

- A. Theseus could produce no significant evidence regarding the suspect.
- B. No proper foundation regarding the tracking conduct of Theseus had been established.
- C. The evidence produced by Theseus could be considered reliable and admissible by definition.
- D. The path Theseus led the officer into the woods was different from that of the suspect.

16. According to the information in the rule and case on the preceding page, it can be concluded that the reason why the dog went past the spot where the bags and copper tubing were found was because:

- A. the suspect had nothing to do with the bags and copper tubing.
- B. the dog was following the exact track that the suspect had taken.
- C. the suspect's scent was probably no longer there.
- D. the dog could not track properly.

NOTE: Consider the following information relative to juvenile runaways, when answering question 17 below.

During the past year, 182,045 persons of age 17 and under were arrested as runaways. There were probably many more who were not arrested or who were not even reported to the police. More girls than boys were arrested: 56 percent versus 44 percent. A majority of the runaways, 88.2 percent, were White; 10.1 percent were Black, and 1.2 percent were Native American. While there were 3,890 arrests in the age bracket of 10 and under, runaways between the ages of 13 and 16 years numbered 149,115.

17. According to the information in the passage above, of the following persons, which one would be the most likely to be a juvenile runaway?
- A. A ten-year-old Black girl.
 - B. A twelve-year-old Native American boy.
 - C. A fourteen-year old White girl.
 - D. A seventeen-year old Black boy.
18. Police Officer Sullivan was sorting through a series of reports received from several small businesses in the Lemmington area, which were recently the targets of vandalism. The description of the suspect in each report is as follows:

Report #1 - (Feb. 6th): Female, white, 30-34 years old, 5'4", 135 pounds, blond straight hair, wool pea coat, boots and a mole on left side of face.

Report #2 - (Feb. 10th) Female, white, 31-35 years old, 5'3", 145 pounds, blond hair, pea coat, boots, and a mole on left side of face.

Report #3 - (Feb. 15th) Female, white, early thirties, 5'2", 135 pounds, blond hair, camel coat, blue jeans, boots, no distinguishing marks.

On February 22nd, another store was shoplifted several blocks away from the store involved in report number 1. A police officer patrolling that block witnessed the suspect fleeing the store and apprehended the suspect. She is described as follows:

Report #4 - (February 22nd) Female, white 32 years old, 5'3", 135 to 140 pounds, blond straight hair, wool pea coat, boots, and a mole on the left side of the face.

Based on the description of suspects in the first three reports, the suspect in Report #4 should also be considered a suspect in:

- A. Reports 1 and 2 only.
- B. Reports 1 and 3 only.
- C. Reports 2 and 3 only.
- D. Reports 1, 2, and 3.

19. Officer Buford is writing an incident report regarding the decision to initiate a high-speed chase. She wants to use a real-life situation to show when such a chase may be warranted. Officer Buford wants to use the following statements to describe the situation. (These statements are NOT listed in the correct order.)

1. When Officer Falstaff attempted to stop them, he was shot in the thigh.
2. Three inmates escaped from a medium security prison.
3. The second officer chased the black van down the country dirt road.
4. Officer Falstaff observed them stealing a black van from a grocery store parking lot.
5. Officer Scherer made the decision to begin the chase because there was little danger to the public on the almost-deserted country road.
6. Officer Falstaff put out an all points Bulletin and a second officer, Officer Scherer spotted the van turning onto a country road.

Officer Buford would describe this situation most effectively by presenting the above statements in the following order:

- A. 1, 4, 3, 6, 2, 5.
- B. 2, 1, 3, 4, 6, 5.
- C. 2, 4, 1, 6, 3, 5.
- D. 4, 6, 5, 1, 2, 3.

20. Officer Cahill must prepare a manual on report writing for part of a seminar she is giving to new recruits. She wants to include the following six steps to describe the report writing process in the manual. (These steps are NOT listed in the correct order.)

1. Prepare a rough draft.
2. Prepare an outline.
3. Define the purpose and scope of the report.
4. Write the final copy.
5. Expand the outline.
6. Gather the facts.

Officer Cahill would describe the steps involved in writing a report most logically, by presenting the above steps in the following order:

- A. 3, 1, 5, 6, 2, 4.
- B. 3, 6, 2, 5, 1, 4.
- C. 5, 4, 1, 3, 6, 2.
- D. 6, 4, 2, 3, 1, 5.

This is the end of the Practice Examination for Police Officer.

C. PRACTICE EXAMINATION ANSWER KEY AND EXPLANATIONS

The answers to the Practice Examination are listed below. Explanations of the answers follow the list.

1. B	5. C	9. B	13. C	17. C
2. B	6. A	10. C	14. D	18. A
3. C	7. A	11. B	15. C	19. C
4. C	8. A	12. D	16. B	20. B

Memorization questions - 1, 2, 3, 4 and 5. These questions are based on the memorization picture provided. The answers can be explained by looking back at the memorization picture.

Visualization questions - 6 and 7.

6. The correct answer is choice A. All critical features match the features of the suspect. In addition, all other answer choices have at least one critical difference.

Choice B is incorrect because the nose is smaller and the lips are both thinner and are shaped much differently.

Choice C is incorrect because the mouth is smaller and the lips are shaped differently.

Choice D is incorrect because the eyes are darker and closer together. Also, the nose is larger and shaped differently.

7. The correct answer is choice A. Even though the hair has been styled in a different way, longer and shaggier, all critical features match the features of the suspect. In addition, all other answer choices have at least one critical difference.

Choice B is incorrect because the mouth is shaped differently.

Choice C is incorrect because the nose is much shorter, leaving a larger space between the nose and the mouth. There is also no defining crease in the forehead.

Choice D is incorrect because the eyes are much smaller and are sloped downward. The eyebrows are shaped much differently and again there is no defining crease in the forehead.

Spatial Orientation questions - 8 and 9.

8. Choice A is the correct answer because it provides the most direct route to the incident without breaking any traffic laws.

Choice B is incorrect because the candidate would travel in the wrong direction on Allen and break a traffic law.

Choice C is incorrect because the candidate would travel in the wrong direction on Bottle and break a traffic law.

Choice D is incorrect because the candidate would travel in the wrong direction on Hart and break a traffic law.

9. The correct answer is choice B because it is the most direct route to the baseball field without breaking any traffic laws.

Choice A is incorrect. The candidate would break a traffic law by driving the wrong way on Lemont.

Choice C is incorrect. The candidate would break a traffic law by driving the wrong way on Bottle.

Choice D is incorrect. The candidate would break a traffic law by driving the wrong way on Boise.

Verbal Expression questions - 10 and 11.

10. The correct answer is choice C because it gets across the message intended, namely, that alcohol is a drug and as a drug can be harmful as other drugs.

Choice A is clearly incorrect. The targeted audience is below the legal age for drinking alcohol.

Choice B is incorrect. While the message is all right, it does not identify alcohol as a drug.

Choice D is incorrect. While a cautionary note regarding alcohol is mentioned in this answer choice, it is only mentioned as an afterthought and even then does not get across the idea that alcohol is a drug and, as such, can be harmful.

11. The correct answer is choice B because it clearly identifies all three considerations, namely, who, where and what.

Choice A is incorrect because it refers to the driver of the car not the owner and the driver and owner can be two different persons. It also fails to state why the owner did not go to court or why the person was expected in court.

Choice C is incorrect because it is both worded awkwardly and is backwards. Again, it refers to the driver of the car not the owner of the car.

Choice D is incorrect because it does not state the facts correctly. It is so important in police work especially in reference to the law, to state the charges exactly, and to avoid using slang.

Verbal Comprehension questions -12 and 13.

12. The correct answer is choice D. This is the only answer, according to the information in the passage.

Choice A is incorrect because it is refuted in the third sentence of the first paragraph of the passage.

Choice B is incorrect because sentence two of the first paragraph states that reasonable suspicion, as a lesser level of proof than probable cause, requires a less stringent analysis.

Choice C is incorrect because the first paragraph states that reasonable suspicion is more than just a hunch or a gut feeling.

13. The correct answer is choice C. This is documented in the very first sentence of the first paragraph which reads, "the reasonable suspicion standard has never been clearly defined."

Choice A is incorrect because the passage states that the courts should be prohibiting the stopping of motor vehicles by police officers who rely on hunches based entirely on perfectly non-criminal circumstances.

Choice B is incorrect since the third sentence of the second paragraph states that police officers may stop a motor vehicle when circumstances are beyond the ordinary, even if these circumstances are not criminally suspicious.

Choice D is incorrect because it is the making of vehicle stops based on solely on hunches that puts law-abiding citizens at the mercy of an officer's whim, while requiring reasonable suspicion prevents this.

Problem Sensitivity question - 14.

14. The correct answer is choice D because it fails to confirm the pattern of the other three accounts, which consistently state that it was Andy who punched Brett prior to Brett's hitting back with a baseball bat.

Deductive Reasoning questions - 15 and 16.

15. The correct answer is choice C. The second paragraph of the Rule sets forth the criteria for competent testimony and the first paragraph of the case supports Theseus' required background.

Choice A is incorrect because Theseus did find the evidence of the scent of the suspect.

Choice B is incorrect because proper foundation had been laid by establishing the background of the dog's training.

Choice D is incorrect because the path on which the dog led the officer was the one on which the bags and copper tubing were found. Also the dog continued tracking the scent of the suspect by showing how the suspect had doubled back where the suspect had been apprehended at the bank.

16. The correct answer is choice B since the dog was following the exact path the suspect had taken, which included going past the paraphernalia and to the bank.

Choice A is incorrect because the suspect was connected to the bags and the copper tubing.

Choice C is incorrect because the dog could and did track the scent that was still there.

Choice D is incorrect since the case had fully established that the dog, Theseus, was fully instructed and trained in tracking.

Inductive Reasoning questions - 17 and 18.

17. The correct answer is choice C since: a) the majority of runaways are under 17; b) the largest number of arrests were of runaways between the ages of 13 and 16; c) the majority of runaways were of white ethnicity; and d) the runaways were more often girls. You can best approach this question by jotting down the various statistics on runaways, including percentage in age bracket, percentage by gender identity, percentage by racial identity and number of arrest records. Once you establish this chart, you can easily determine any question regarding the passage just by looking at the organized data.

18. The correct answer is choice A. Remember that, when answering this question, it is best to create a table with the characteristics of the four reports. After setting up the table, you can easily identify similarities and determine critical dimensions. Important differences or similarities will usually center around three characteristics--age, height and weight.

By using this method, you can see that Report #3 differs from #1 and #2 in describing the suspect as having no distinguishing marks. Reports 1 and 2 note a mole on the left side of the suspect's face. Now look at the description in Report 4. This report also describes a suspect with the inclusion of a mole on the left side of the face, the suspect in this report could be considered as the suspect in the Reports of 1 and 2.

Information Ordering questions 19 and 20.

19. The correct answer is choice C. Since the actual chronology of events is an unknown, use logic to determine the right order. Obviously, the police cannot initiate a high-speed chase without a reason. Thus, the event that happens first must involve a suspect. In this case the first event would be #2 or three inmates escaped from a medium security prison. By ordering this event first, you have successfully eliminated choices A and D as possible answers since neither choice A nor D lists event #2 first.

Now you must carefully select the next most logical event. Look at your two possible answer choices – B and C. Both 1 and 4 could be probable second events. Since you cannot eliminate either one yet, you must consider the most logical third answer choice. Choice B involves the action of a second officer who has not been mentioned yet. The only answer choice that makes sense is choice C, the correct answer. By reading through the sequence of events of choice C, you can see that they fall into a logical order.

20. The correct answer is choice B. Again, ask yourself, what action must be accomplished before the second one can be started? First, you need to define the purpose and scope of the report before you can do anything else. Only two answer choices list this step first, namely, choices A and B. But choice A lists writing a rough draft as the second event, while choice B lists gather the facts as the second event. Obviously gathering facts must be accomplished prior to writing even a rough draft. Thus only choice B can be the correct answer.

Suppose you think that step (6) "gather the facts" is the most logical first step in preparing a report. The only answer choice that lists this event first is choice D. But choice D lists (4) "write the final copy," as the most logical second step. So you can eliminate your first premise that "gathering the facts" is the first event since writing the final copy can't possibly be the second event.

You do not need prior knowledge of the material used in Information Ordering questions; or for any other material used in the different kinds of questions you will encounter in this examination. You just need sound thinking and to be able to select the most logical sequence of events and to discard all other choices.

This is the end of the Practice Examination Answer Explanation Section.

ERROR ANALYSIS FORM for the Police Officer Practice Examination

PRACTICE EXAM.		REASON FOR INCORRECT ANSWER							
<u>QUESTION NO.</u>	<u>ABILITY AREA</u>	<u>CORRECT</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
1	MEM	_____	___	___	___	___	___	___	___
2	MEM	_____	___	___	___	___	___	___	___
3	MEM	_____	___	___	___	___	___	___	___
4	MEM	_____	___	___	___	___	___	___	___
5	MEM	_____	___	___	___	___	___	___	___
6	VISUAL	_____	___	___	___	___	___	___	___
7	VISUAL	_____	___	___	___	___	___	___	___
8	SPATIAL	_____	___	___	___	___	___	___	___
9	SPATIAL	_____	___	___	___	___	___	___	___
10	VERB EXP	_____	___	___	___	___	___	___	___
11	VERB EXP	_____	___	___	___	___	___	___	___
12	VERB COMP	_____	___	___	___	___	___	___	___
13	VERB COMP	_____	___	___	___	___	___	___	___
14	PROB SENS	_____	___	___	___	___	___	___	___
15	DED REAS	_____	___	___	___	___	___	___	___
16	DED REAS	_____	___	___	___	___	___	___	___
17	IND REAS	_____	___	___	___	___	___	___	___
18	IND REAS	_____	___	___	___	___	___	___	___
19	INF ORD	_____	___	___	___	___	___	___	___
20	INF ORD	_____	___	___	___	___	___	___	___
TOTAL FOR EACH TYPE OF ERROR			___	___	___	___	___	___	___
TOTAL QUESTIONS CORRECT		_____							

CONCLUSION

This *Orientation and Preparation Guide* was prepared to familiarize you with the major aspects of the Entry Level Police Officer written examination. It includes the ability areas to be measured in the examination, definitions, some test-taking strategies, sample questions, a procedure to analyze errors, and a practice examination. The information provided in this *Guide* is not exhaustive. We encourage you to act upon whatever additional course of study or strategies you believe will enhance your chances of performing effectively on the written examination and on the job.
